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ABSTRACT

The volumes present goals for use in planning and evaluating elementary and secondary school social studies curricula. The book is intended to help social studies classroom teachers identify learning goals. Organized according to major social science disciplines, the two-volume series is presented in six sections. Section I introduces the collection, identifies general objectives, and explains codes and symbols. Sections II and III focus on social science and career education program goals including a need for students to value diversity in human cultures and be able to discover the knowledge, skills, and values necessary to carry out career decisions. Section IV outlines knowledge, process, and value classifications used in the guide. Categories include acquiring information, insuring validity, organizing and interpreting information, acting on the basis of information, coping with the environment, and increasing personal effectiveness. Section V presents a taxonomy of major social science concepts. Section VI, the bulk of the document, presents social studies course goals by social science disciplines in tabular form. For major topics within each discipline, information is presented on goals, grade level, knowledge or process classification, subject area goals, career education goals, related headings in the taxonomy presented in section V and major concepts and vocabulary. (DB)

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K-12

COURSE GOALS IN SOCIAL SCIENCE VOLUME I

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COURSE GOALS IN SOCIAL SCIENCE, K-12

Produced by the Tri-County Goal Development Project

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INTRODUCTION

This book contains goals for use in planning and evaluating elementary and secondary school curricula in the social studies.

It is the purpose of this volume to help decide what should be learned, not how. By focusing attention exclusively on what should be learned, questions of programming and methodology can remain open. The more clearly teachers understand what learning they are trying to help students acquire, the more clearly they can perceive the requirements of programming and methodology.

This revision of Course Goals in Social Science contains important additions to the original collection. First, it has sections of values and process goals. Second, it has goals that call attention to how basic skills (language and mathematics) can be developed within the context of social studies. Third, it has appendixes with concepts, issues, and problems that are cross-referenced to goals, to help teachers with interdisciplinary planning. (This will be elaborated on in the sections that follow.) Finally, it has a section on careers and social science.

The collection is organized according to major disciplines of the social sciences: anthropology, economics, geography, history, political science, psychology, and sociology. The purpose of this organization is not to suggest that curricula be structured according to these disciplines and their sub-disciplines. It is solely to assist in the location of goals by teachers and curriculum personnel, and to make it convenient to locate information relating to these goals within the literature of the social sciences.

Why goals at all?

Goals are statements that make clear what learning students may acquire as a result of their education. This volume and others in the Tri-County collection include goal statements that should be useful to teachers and curriculum personnel in considering alternatives and making decisions about the outcomes to which they are committed.

What kind of goals are in this collection?

Levels. Figure 1 illustrates four possible levels of goals. Two of these are included in this collection. Program goals describe general outcomes; course goals describe more specific outcomes. These goals differ in the type of planning for which they are suited. Program goals serve as guides to planning programs at district and subdistrict levels. Course goals serve as guides to planning courses in schools and departments.

It is important to understand that course goals require further elaboration (into instructional goals) before they are specific enough to serve the purposes of daily planning. Course goals are specific enough to leave no doubt in the teacher's mind what the major outcomes of a course are to be, but not so detailed as to spell out precise outcomes of instruction from day to day.

Figure 1

PLANNING

System Goal:	The student knows the physical, mental and social requirements of human beings, and the values and potentials of the social institutions they have created to meet those requirements.	
Program Goal:	The student knows historically documented facts about people, places, events, inventions, institutions or relationships of traditional or practical significance to communities of which he or she is a member.	To be found in the course goal collections
Course Goal:	The student knows contributions made or roles played by the United Nations, its officials or agencies, in attempts to resolve particular international crises or disputes.	
Instructional Goal:	The student knows the role played by the United Nations in securing the peace agreement between North and South Vietnam at the conclusion of hostilities.	

MEASUREMENT

Behavioral Objective:	Given a set of peace-keeping functions, the student will correctly identify those performed by the United Nations in securing the peace agreement between North and South Vietnam at the conclusion of hostilities.	Not integral part of Tri-County Project System of Goal-Based Planning
Performance Objective:	Given a set of six peace-keeping functions, four of which were performed by the United Nations in securing the peace agreement between North and South Vietnam at the conclusion of hostilities, the student will correctly identify all four functions performed.	

Note: At the classroom teacher level the course goals must undergo a final translation into instructional goals and learning experiences. The Goal Development Project has chosen not to extend into this level of planning detail.

At the system level the board of education is responsible for approving statements of purpose enunciating the district's philosophy of education. The district's selection and adoption of program and course goals will be guided by such statements of district goals.

Types. There are basically three types of goals in the collection: knowledge (information); process (skills and abilities); and values. Classification systems are provided that describe these different kinds of goals. The relationship of these taxonomies of knowledge, process, and values (yellow pages) and the subject matter taxonomy (pink pages) needs explanation. The subject matter taxonomy classifies the field of social science according to conventional fields of learning such as history, economics, sociology. Within each of these fields are subject matter headings that are familiar to teachers and which help them locate the goals they are looking for. The subject matter taxonomy therefore organizes the collection to facilitate review of a wide range of learning outcome possibilities and their retrieval for planning purposes.

The taxonomies of knowledge, process, and values (yellow pages) serve a different purpose. They help identify generic types of K, P, and V outcomes. Coding all goals in the collection to their generic categories permits examination of whether goals selected provide a balanced or desirable representation of kinds of knowledge (trends and sequences, cause and affect relationships, operations and functions, properties and characteristics, etc.), kinds of process (validating information, organizing information, interpreting information, etc.), or kinds of values (environmental values, values that enhance social effectiveness, values that are social ideals, etc.)

Development of comprehensive K, P, and V taxonomies and the coding of all goals in the collection to them should provide a valuable tool for insuring balanced representation among K, P, and V type outcomes as well as kinds of outcomes within each category in the development of educational programs, courses, and activities. It should make possible more effective interdisciplinary planning.

The knowledge classifications (see "Knowledge Categories" in the yellow pages) are an eclectic system based partly on Bloom's knowledge categories and partly on an examination of the nature of some 30,000 learning outcome statements written for the 12 currently published course goal volumes.

The process classifications are intended to represent conventional (standardized) processes of acquiring, validating, organizing, and interpreting information, and of using that information to produce new knowledge and for other purposes. This classification system seemed more appropriate to describe school process learning than the mental process categories of Bloom's system.

The values taxonomy was developed after examining several hundred "values words" assigned to goals by teachers who had been instructed to identify values associated with knowledge and process goals. The values taxonomy resulted from this analysis, and provides a useful tool for considering different kinds of values that might be desirable outcomes of educational experiences.

Values goals are included in the section on "values and social science". They include outcomes that concern values clarification as well as statements of values that students may wish to examine. This is the first effort of the Project to deal with the values dimension of

social studies and, therefore, the values goals and taxonomy of values are not meant to be closed or final. Suggestions for their improvement will be welcomed from users.

There are many reasons for this attempt to deal seriously with the question of student outcomes in the area of values. It is becoming clear that concern for knowledge and process without relating such learning to personal and social problems and issues (and the often conflicting values that produce them) fails to provide the learner with a psychological basis for internalizing, evaluating and putting to appropriate use the information and skills acquired. At this point in history, national events are revealing the serious implications of having knowledgeable and able people in sensitive and creative positions of public trust who lack perspective, a sense of ethics, and personal integrity and responsibility. In a practical sense, if learning is to be effective, it must involve the student in highly personal, value-laden interactions with that which is to be learned. The value clarification goals are unquestionably important, and the other value goals are worthy of examination for their potential in adding valid and needed perspective to the study of the social sciences.

Students need to make informed judgments about public issues. To do this requires knowledge of the information and value positions of proponents of differing points of view. At the end of this collection are stated some problems and issues which may be used to help students acquire information that will lead to better informed value positions.

How do program and course goals differ from behavioral and performance objectives?

While program and course goals specify general and specific measurable learning outcomes, the "behavioral objective" specifies the

method of measurement as well as the desired behavior, and "performance objective" adds prerequisites and proficiency levels.

It should be noted that recommending use of course goals in planning in no way implies endorsement of use of behavioral objectives. If the course goal user wishes to state behavioral objectives based upon course goals in order to specify types of student performance desired to show that goals have been attained, that is a legitimate use of behavioral objectives. It is equally valid to go from goals directly to test items for such measurement.

The program and course goals provide explicit statements of learning outcomes to which teachers and students can become committed. The teacher and student are free to select methods for achieving those outcomes which seem most promising in light of their resources and capabilities.

Where did the course goals come from?

The course goals are developed by outstanding teachers using available models and guides. This second edition of the social studies goals is a revision of a critique edition produced in the summer of 1972. The original writers and the revision committee were supported by Tri-County and Oregon and Washington state curriculum and evaluation personnel and by selected university and public school consultants.

More than 55 local school districts in the Tri-County area of metropolitan Portland are active in the Project. This has been achieved through the leadership of the intermediate education districts of the three counties and of Portland Public School personnel. Representatives from Oregon school districts outside the metropolitan Portland area, from the states of Oregon and Washington, and from private school systems have also made valuable contributions.

Its broad base of participation strengthens the Project in a number of ways. First, it provides greater financial and personnel support than any single district could provide. Second, it makes it possible to draw upon a large and representative pool of teacher talent in organizing goal development committees. Third, it provides a widely representative testing ground for the theories and products of the Project. In the past four years, the critique edition of the social studies goal collection has been used extensively in curriculum development and evaluation projects of several state departments of education and of many local districts.

What can the goals in this collection be used for?

School systems may use the collections to clarify the purposes of education for students, teachers, parents, and the community. This collection can be used as a basis for judging the comprehensiveness and merit of goals and objectives of local courses of study and textbooks. New learning possibilities can be formulated and discussed. Statements already produced or being considered as learning outcomes can be evaluated for conciseness, clarity and accuracy. These kinds of studies can be undertaken by groups of teachers and support personnel within or across grade levels, divisions, or high school departments; or by individual teachers.

The project provides an important resource for improving the quality and extent of participation of students, parents, teachers, school boards, and other citizens in deciding the mission of the schools.

Another use of the collection is to provide a basis for evaluation and accountability. This use requires development of procedures within a school system for making a commitment to learning outcomes at the program and course levels. The goals of this collection provide a wide

range of goals from which choices can be made. Once a commitment is made (a process that may involve boards of education, administrators, teachers, students, and citizens), the educational mission of the system and of each teacher will be known and can be communicated. Methods of instruction and evaluation best suited to the goals agreed on can then be planned. Under no circumstances, however, should goals stated for planning and communication be misused to limit the teacher's freedom to respond to spontaneous opportunities for learning, or be misapplied in the evaluation of teacher performance in terms of student performance.

Another use of the collection is in rewriting and developing courses and curricula. By making learning options explicit and sharable, the collection can sharpen the focus of curricular planning. One important example of curriculum development fostered by this collection is cross-disciplinary planning.

The goals, although printed in subject collections such a social science, language arts, science, mathematics, music, etc., may be related and grouped in and across subjects. Thus, for example, a teacher interested in teaching about "conservation of natural resources" can locate pertinent goals from the sciences and social sciences, as well as process goals and goals of language and mathematics that can be developed through judicious selection of teaching methods and learning experiences. Computerization of the goals is in process, and will permit their retrieval by any one or more of the following codes: subject category, educational level, type of knowledge and process, relation to career education goals, concepts and values dealt with, and index words. This referencing system will permit efficient interdisciplinary planning.

This collection is designed primarily for educational planning and development. The past few years have demonstrated that few educational

developments are transportable. The difficulty of defining clear, unambiguous statements of desired learning outcomes is an important underlying cause. The Project has prepared sets of goals that can provide a basic language for instructional planning and evaluation. The stability this can provide for educational experimentation and development is apparent.

In all of the above activities, and in those we have not cited or perhaps thought of, districts are invited and encouraged to use the collection selectively and to add their own goals wherever this collection is insufficient for their needs. We hope that where they do add and modify they will let us know, and thus help expand and improve the collection.

Will help be available for evaluating the goals in this collection?

Extensive work is under way in the States of Oregon and Washington (Northwest Evaluation Association), the Metropolitan Portland area (Metropolitan Area Test Program Board), and the Portland Public Schools to establish pools of test items and related goals. The Rasch scaling procedure is being used to place all items in a given pool on a single scale which, once established, should permit a score estimate to be derived from any set of items drawn from the pool. The flexibility that this procedure affords educational measurement is revolutionary: freeing users from dependence on the limited (and limiting) qualities of norm-referenced tests, and permitting great latitude in goal selection by schools and teachers.

Whether or not the full potentials of the Rasch item pools will be realized, they will include large numbers of items referenced to goals in the Tri-County collections which can be administered and scored to provide criterion referenced test information.

Unfortunately, this test development activity will require several years to produce operational resources for school districts. We especially invite any school district desiring to develop social studies tests to communicate with Fred Forster, Portland Public Schools, or Wayne Neuburger, Beaverton, Oregon Public Schools, to secure procedures for getting test items into the Oregon-Washington item pools. Any district making such a contribution will be provided items from pools already created, upon request.

Future directions.

Students, teachers, department and building administrators, district, state, and national educators, and parents and citizens are increasingly concerned with defining educational goals. The twelve Tri-County goal collections give all of the above persons a resource that can improve the efficiency and especially the quality of these efforts.

What is needed yet and what the Project is now working toward include:

1. A system of multiple measurement items or at least models for each level of goal so that the person working toward a goal can select items which measure its attainment (see preceding section on evaluation).

2. Transportable materials, models, and methods to help goal definers select and adapt and add to the existing collections to arrive at clear, valid statements of their goals.

3. Transportable materials, models, and strategies to help goal definers use the goals in needs assessment, materials selection, curriculum planning and development, instruction, evaluation, and accountability.

While we acknowledge the dangers in all this (pointed out by Stake, Combs, and others) of oversimplification and overmechanization, we believe those dangers can be avoided. Indeed, by presenting a wide range of potential learning outcomes, classified to provide a checklist of options of types of knowledge, process skills, and values, with goals cross referenced to issues and problems, this volume should contribute immeasurably to the advancement of interdisciplinary planning that is anything but simplistic and mechanized. The danger lies not in the statement of goals, but in the failure to find manageable instructional planning models that make it possible to pursue appropriate combinations of process, knowledge, and values goals in a planned learning experience. The old one-to-one relationship of an objective (goal) and a learning experience will <u>not</u> meet this prescription.

<u>How to read and interpret the materials in this goal collection</u>.

Following this introduction are colored pages containing important references for the collection's users. Course goals are coded to the lists of social science program goals (blue); career education program goals (green); and knowledge-process-value classifications (yellow). The subject matter taxonomy (pink) acts as the primary directory to course goals in these volumes.

The bulk of the pages in this collection are taken up with the course goals themselves and their codes. Since our aim in these few pages is to learn how to read, interpret, and use these goals, let us look at and discuss a sample page from the social studies collection. Please refer to the following page.

Figure 2
SOCIAL SCIENCE

9. Psychology
9.4 Dimensions of mind (experimental psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.4.4 Emotion (Cont.)						
7. The student is able to associate emotions he or she experiences with the particular behaviors or situation to which the emotions are responses.	P I U H	P17 P44	3		2.7.3 9.6.3 9.7.2	(V) Self-knowledge
8. The student knows how expression of emotions is related to physical and mental development (e.g., a child cannot curse in anger before he or she learns to talk; cannot fear a situation until he or she learns to discriminate the familiar from the strange).	I U H	G2 K3	3		10.5.3.1	(V) Self-knowledge (C) Learning (C) Maturation
9. The student knows the two dimensions of emotions: the behavioral (i.e., that which can be observed, measured, or recorded, such as increased heart rate) and the experiential (i.e., feelings of the individual which are subjective and unmeasurable, such as sensations of "blind elation" or intense fear).	I U H	K3 K5	3			(V) Self-knowledge
10. The student knows ways in which the physical functioning of the body changes when an individual experiences emotion (e.g., in intense emotions, the autonomic nervous system prepares the body for action by increasing the heart rate, blood pressure and respiration).	P I U H	K3 K8	1 3			(V) Self-knowledge

Subject Matter Taxonomy Headings

The numbered heading(s) of the left hand column of each page of the course goals (e.g., 9. Psychology, 9.4 Dimensions of Mind [Experimental Psychology], and 9.4.4 Emotion) identify those sections (and subsections) of the subject matter taxonomy under which the goals on this page are classified. The taxonomy (pink pages in the front of the book) thus serves as a specific and detailed table of contents for this collection of course goals. By looking through the taxonomy, a user can find what topics are covered and can turn to those in which he is interested.

The taxonomies also form a comprehensive but brief overview of the topics in each subject area judged important in K-12 curricula. As such, they form a valuable and convenient tool for curriculum and materials review and planning.

Course Goals

In the left-most column under the heading "9.4.4 Emotion (Cont.)" are the Course Goals themselves. Some goals in this column may have a bracket to their left. The goals inside the bracket are logically related and may be viewed as a unit.

Level P/I/U/H (Primary, Intermediate, Upper and Higher)

This code provides an estimate of the grade level or levels at which the learning is appropriate. Many times the nature of the goal suggests continued learning over several levels in which case all levels involved are coded. These levels are approximate, for it is evident that the appropriate time for learning varies with the interests and abilities of students and the organization of the school.

Knowledge, Process, and Values Coding

Codes in column 3 refer to classifications found on the yellow pages of this volume. These codes identify generic categories of knowledge, process (techniques, skills) and values that can be taught and learned.

Each goal that begins "The student knows" is coded to one or more of the categories K-1 - K10. Some are also coded to categories of generalizations: G1 for those having the status of principle or law; G2 for simple generalizations. Goals coded (G1) or (G2) also have a K coding to indicate the generic type of knowledge that the generalization represents.

Each goal that begins with "The student is able" is coded to one or more of the categories P11 through P79 in the Taxonomy of Inquiry - Problem Solving Processes found in the yellow pages directly beneath Knowledge Categories.

Only goals in the "Potential Value Choice " section (1.2) are coded V in column 3. Goals in this section are Coded V1, V2, or V3 to correspond with the three major categories in the Taxonomy of Values in the yellow pages. For information on the coding of Knowledge and Process goals to value words, see the heading (C) Concept and (V) Value Words, below (p xvii).

Subject Area Program Goals

In this column we find the number of one or more of the social studies program goals found in the front on the blue pages. This type of goal was discussed earlier. Here it is enough to recall that program goals are more general than course goals and that a set of program goals should constitute a description of the major learning outcomes expected from a program. Each course goal is cross coded to the numbers of the

program goal(s) to which it is most directly related.

Career Education Program Goals

In this column we find the code of one or more career education program goals found in the front on the green pages. Career education, as envisioned by the coders, concerns the total life of an individual, including life roles as a citizen, user of leisure, and family member as well as worker. Nearly every course goal bears at least an indirect relationship to career education viewed in that manner. Only those course goals, therefore, judged to have a "direct" relationship to a career education program goal have been coded to that program goal.

A "direct" relationship was interpreted to exist if a teacher could easily and naturally attach some career meaning to the instruction relating to that course goal and thus readily integrate the teaching of career education into the teaching of the subject. The restriction of the codings to direct relationships as just defined means that codings to career education program goals are relatively rare.

The career education code used with these goal collections makes them the first operational resource for "integrating career education and the rest of the curricula." Naturally a great deal of work has to be done to refine and extend the beginning which the present cross codings represent.

Other Related Content Taxonomy Headings

Where a goal deals with a subject that is also covered in another part of the collection, that other part will be indicated by its taxonomy number. Where a whole sub-section of goals relates to another whole sub-section, a (See also:---) appears directly under the heading.

(C) Concept/(V) Value Words

The final right-hand column is used to relate course goals to the particular values and organizing concepts which they may help to clarify or develop. The concept words (C) are taken from the list appearing in the Appendix (pp. 1105-1110). The list was prepared by social studies specialists who reviewed a wide range of curriculum materials for concepts to be represented. Each concept word also appears as an index entry, marked with an asterisk (*); all goals in the collection which are coded to it are entered beneath by page and goal number. Thus the index may be used to retrieve goals by concept, as well as by subject, for interdisciplinary and/or concept-based planning.

The value words (V) are taken from the Value Taxonomy discussed above.

It can be seen that in Figure 2 (p.xiii) all goals that relate to understanding emotion can contribute to the valuing of self-knowledge. The valuing of self knowledge can be made immediate and real to students as they consider the significance of emotions and emotional control in personal and social affairs. To deal with a goal in ways that facilitate or clarify the valuing implied by the coding will, of course, require insight and ingenuity on the part of teachers.

The values list has evolved from efforts of the Project staff to classify values over a period of years.

Is this the final version of the program and course goals?

No. In the development of both the program and the course goals, an effort was made to make them comprehensive, realistic and applicable to today's schools. At the same time, the goals and taxonomy will be

revised and improved as they are used and examined by teachers and curriculum personnel.

All readers and users of the collection are invited to contribute to its improvement by sending suggestions and criticisms to: Linda Peters, Editor, Portland Public Schools, 631 N. E. Clackamas, Portland, Oregon 97208.

PROGRAM GOALS,

SOCIAL SCIENCE

PROGRAM GOALS

SOCIAL SCIENCE

1. The student knows scientifically validated facts contributing to modern understanding of humans and human situations.

2. The student knows historically documented facts about people, places, events, inventions, institutions, or relationships of traditional or practical significance to communities of which he or she is a member.

3. The student knows substantive concepts, principles, and theories that provide a variety of contexts for interpreting information about human life, affairs, and situations.

4. The student knows procedures, principles and problems involved in the discovery and validation of fact and theory in history and the social sciences.

5. The student is able to interpret and use accurately symbols, figures and models by which scientifically gathered information is conventionally related, displayed and communicated.

6. The student is able to select and use appropriate criteria, procedures and information sources to assess the validity or significance of findings about past, present or future human life, affairs, or situations.

7. The student is able to identify and analyze problems and issues by which he or she is affected as a member of a changing and complex world.

8. The student is able to recognize and clarify value conflicts or communication problems complicating choices, decisions or relationships.

9. The student is able to construct, evaluate and revise alternatives for personal goals, plans or problem solutions, considering costs and benefits to self and to others affected by his or her decisions.

10. The student is able to participate actively and responsibly in collective decisions affecting the social, economic, political or physical environments in which he or she lives.

11. The student values the creativity and diversity of human cultures, arts and ideas.

12. The student values knowledge and skills enabling individuals, groups and societies to cope effectively with the complexity of human circumstances.

13. The student values contributions of history and social sciences to his or her growing regard for self, others, and the environment.

PROGRAM GOALS,

CAREER EDUCATION

PROGRAM GOALS

CAREER EDUCATION

1. The student knows the personal and social functions and importance of work and therefore values and respects workers.

2. The student knows the relationship of the life role of worker to other life roles of citizen, user of leisure time, and family member.

3. The student knows the physical, psychological, and educational requirements of various careers.

4. In making career decisions, the student knows and is able to weigh the significant factors including his or her: (a) interests, (b) aptitudes, (c) abilities, and (d) the implications of the decision alternatives for his life roles as a citizen, user of leisure, and family member.

5. The student is able to discover and learn the knowledge, skills, attitudes, and values necessary to carry out career decisions.

KNOWLEDGE,

PROCESS AND VALUE

CLASSIFICATIONS

-Knowledge Categories-

G1 Principles and Laws

G2 Simple Generalizations

K1 Conventions: Names and Nomenclature

K2 Conventions: Symbols, Rules, Standardized Processes, Definitions

K3 Properties, Parts, Characteristics, Features, Elements, Dimensions

K4 Trends and Sequences

K5 Similarities and Differences, Discriminations, Classifications

K6 Contexts, Locations, and Orientations

K7 Operations, Methods of Dealing with, Functions

K8 Cause and Effect Relationships (Costs and Benefits)

K9 Criteria or Standards

K10 Non Cause-Effect Relationships

-Inquiry-Problem Solving Processes-

P1 Input — Acquiring Information

- P11 Viewing
- P12 Hearing
- P13 Feeling (tactile)
- P14 Smelling
- P15 Tasting
- P16 Using sense extenders
- P17 Using internal sensors of emotion

P2 Input Verification — Insuring Validity and Adequacy

- P21 Evaluating authoritativeness of sources
- P22 Evaluating logical consistency and accuracy
- P23 Evaluating relevance to desired learning purposes
- P24 Evaluating adequacy for acting or deciding (comprehensiveness and depth)

P3 Preprocessing — Organizing Information

- P31 Labeling, naming, numbering, coding
- P32 Recording, listing
- P33 Classifying, categorizing, grouping, selecting, according to criteria
- P34 Ordering, sequencing
- P35 Manipulating, arranging, transforming, computing
- P36 Estimating
- P37 Summarizing, abstracting

P4 Processing I — Interpreting Information (drawing meaning from data)

- P41 Decoding verbal and nonverbal symbols (reading and literal translating)
- P42 Inferring, interpolating, extrapolating
- P43 Analyzing
- P44 Associating, relating, equating
- P45 Comparing, contrasting, discriminating
- P46 Synthesizing
- P47 Testing against standards or criteria
- P48 Generalizing

P5 Processing II — Using Information to Produce New Information

- P51 Theorizing, predicting
- P52 Formulating hypotheses
- P53 Testing hypotheses
- P54 Revising hypotheses

P6 Output I — Acting on the Basis of Information

- P61 Reacting
- P62 Making decision
- P63 Solving problems
- P64 Restructuring values (adapting, modifying)
- P65 Restructuring behavior (adapting, modifying)
- P66 Encoding verbal and nonverbal symbols prior to communication
- P67 Creating on the basis of knowledge and process

P7 Output II — Communicating Information

- P71 Vocalizing (nonverbal)
- P72 Gesturing, moving
- P73 Touching
- P74 Speaking
- P75 Writing
- P76 Using art media (painting, drawing, sculpting, constructing, etc.)
- P77 Dramatizing
- P78 Singing, playing instruments
- P79 Dancing

Values Classifications

V1. Environment: Related Values

- V1.1 Qualities of environment
  - Complexity
  - Diversity
  - Order (regularity)
  - Unity
- V1.2 Coping with environment: activities
  - Exploring
  - Inquiring
  - Modifying
  - Adapting
  - Predicting
  - Planning
- V1.3 Coping with environment: modes
  - Fantasy
  - Logic
  - Research
  - Experimentation
  - Prayer
  - Mysticism
  - Invention
- V1.4 Using environmental resources
  - Knowledge of resources
  - Access to resources
  - Maintenance of resources
  - Preservation of resources
- V1.5 Representing the environment
  - V1.5.1 Forms of representation
    - Images
    - Symbols
    - Models

V1.5.2 Qualities of objective representations

Clarity

Accuracy

Logical consistency

Relevance

Comprehensiveness

Predictive validity

Adequacy as basis for action or decision

V1.5.3 Qualities of artistic representations

Technique

Form

Harmony

Dissonance

Symmetry

Rhythm

Grace

Style

Eloquence

Integrity

Individuality

V2. Society and Culture: Related Values

V2.1 Social ideals

Justice

Democratic process

Rule of law

Equality

Freedom

Brotherhood

Social morality

Social responsibility

Peace

Productivity

Security

Unity of purpose

Pluralism

Stability

Progress

Honor

Literacy

V2.2 Social processes

Working

Communicating

Assembling

Participating

Sharing

Cooperating

Competing

Educating

Problem solving

Planning

Policy making

V2.3 Social rights

Freedom of speech

Freedom of assembly

Freedom of inquiry

Voting

Dissenting

Assenting

Privacy

Ownership of property

Equal protection under law

V2.4 Social institutions

Family

Schools

Government

Religious institutions

V2.5 Social regulators

Mores

Laws

Policies

Regulations (rules)

V2.6 Cultural heritage (social conventions)

Language

Tools

Cultural arts

Cultural beliefs

Cultural knowledge

Cultural skills

V3. Personal Functioning: Related Values

V3.1 Qualities that contribute to personal effectiveness

Curiosity
Rationality
Resourcefulness
Perseverence
Innovativeness
Initiative
Ingenuity
Imaginativeness
Creativity
Commitment
Adaptability - flexibility
Judgment
Health
Insight
Knowledgeability
Responsibleness
Efficiency
Craftsmanship
Self-discipline
Openness
Aesthetic responsiveness

V3.2 Qualities that enhance personal and social relationships

Tolerance
Appreciativeness
Trust
Thoughtfulness
Sensitivity
Respectfulness
Compassion
Love
Individuality
Humility
Dignity
Faithfulness
Empathy
Courage
Integrity

Humor

Morality

Cooperativeness

Social concern

Social sensitivity

Friendliness

Honesty

V3.3 Conditions of self-esteem and self-actualization

Personal growth and development

Competence

Self-knowledge

Self-confidence

Self-respect

Self-reliance

Self-direction

Self-expression

Self-fulfillment

V3.4 Self-actualizing responses to environment

Curiosity

Concern

Respect for life

Wonder

Reverence

Awe

Satisfaction

Enjoyment

SOCIAL SCIENCE

TAXONOMY

SOCIAL SCIENCE TAXONOMY

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1. Values and social science
1.1 Value clarification

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
1.1.1 Personal (See also: 2.6.2 Making decisions; 2.6.3 Solving problems; 2.6.4 Restructuring values)						
1. The student knows that clarifying personal values involves finding out what you value, how much, in what situations and why, and using the information for personal choices, decisions, and judgments.	P I U H	K3	3 8	4		(V) Self-knowledge (V) Inquiring (V) Problem-solving (V) Decision-making (V) Personal growth and development (C) Values
2. The student knows reasons for clarifying personal values (e.g., increasing understanding of self and others, resolving conflicts, making valid and satisfying decisions, responding to change, integrating personal value system and behavior).	P I U H	K8	3 8 12	4	1.1.2 1.1.3 5.4.1 8.4.2 9.5	See goal 1. Also: (C) Choice (C) Decision-making (C) Maturation
3. The student knows that values develop in response to basic human needs (e.g., survival, security, belonging, love, esteem, self-fulfillment).	P I U H	G2 K8	3 8	4	9.5	(V) Self-knowledge
4. The student is able to determine the basic needs served by or underlying his or her value judgments or preferences in a particular set of circumstances.	P I U H	P44 P64	3 8	4		(V) Self-knowledge
5. The student knows that things valued may be objects, ideas, feelings, behavior, relationships, conditions, institutions, etc.	P I U H	G2 K3	3 8	4		See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
1.1.1 Personal (Cont.)						
6. The student knows that values influence one's choices, judgments, attitudes, and behavior in both new and familiar situations.	P I U H	K8	3 8	4		(V) Self-knowledge
7. The student is able to identify the values that determine his or her judgments, attitudes, or behavior in general, or in particular circumstances.	P I U H	P44 P64	8	4		(V) Self-knowledge
8. The student is able to determine the scope of a personal value (e.g., private preference, peer group or social norm, broadly applicable principle).	I U H	P24 P44 P64	8	4		(V) Self-knowledge (V) Discrimination
9. The student is able to compare intensities of his or her commitment to particular values in general or in particular circumstances.	I U H	P45 P64	8	4		(V) Self-knowledge
10. The student is able to identify sources of a personal value (e.g., acquired from family, peers, culture; internal response to particular situations, experiences, learnings).	I U H	P21 P64	8	4	4.3.1 9.5 9.6 9.7 10.5.3.1	(V) Self-knowledge
11. The student is able to identify personal experiences which have reinforced or challenged particular values.	P I U H	P44 P64	8	4		(V) Self-knowledge

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
1.1.1 Personal (Cont.)						
12. The student is able to identify and analyze assumptions which underlie or support particular values (e.g., ideas, beliefs, operating principles usually taken for granted, implicit in language, behavior patterns of one's community or culture).	I U H	P21 P22 P23 P24 P64	8	4		(V) Self-knowledge (V) Rationality (V) Insight
13. The student is able to distinguish among facts, definitions, opinions, and explanations.	I U H	P45	8	4		(V) Discrimination
14. The student is able to analyze the rationales which support particular values (e.g., the reasoning which ties together the needs, assumptions, and values), using appropriate terms, procedural models, and logical operations (See NCSS Yearbook 41: Values Education).	P I U H	P22 P43 P64	8	4		(V) Self-knowledge (V) Rationality
15. The student is able to detect errors or distortions in his or her own thinking (e.g., oversimplifications, illogical sequences, irrelevant factors).	I U H	P22 P64	8	4		(V) Self-knowledge (V) Adequacy (V) Accuracy (V) Logical consistency (V) Competence
16. The student knows meanings of the term "value system" (e.g., integrated set of all one's values, the rules by which one applies them, stimuli which evoke them in thinking, responding, making choices).	U H	K2	3 8	4		(V) Knowledgeability (C) Values

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
1.1.1 Personal (Cont.)						
17. The student is able to interpret relationships of his or her value system to the value system(s) of the culture(s) in which he or she lives.	U H	P43 P44 P45	8	4		See goal 1.
18. The student is able to interpret relationships of his or her value system to the value systems of other cultures about which he or she has adequate information as a basis for analysis and/or comparison.	U H	P43 P44 P45				See goal 1.
19. The student knows meanings of the term "value conflict" (e.g., situation where opposing values are recognized, felt, motivating mutually exclusive responses; one can't decide what's "best").	P I U H	K2	3 8	4		See goal 1. Also: (C) Conflict
20. The student knows situations likely to produce personal (internal) value conflicts (e.g., relaxation or tightening of customary external constraints, controls; uncertainty about unfamiliar situations, newly-introduced information, ideas that challenge previously-formed assumptions, generalizations).	I U H	K3 K6	3 6 7 8			See goal 1. Also: (C) Conflict
21. The student is able to recognize personal value conflicts arising in the course of his or her everyday experience.	I U H	P63 P64	7 8			See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
1.1.1 Personal (Cont.)						
22. The student is able to recognize value conflicts expressed or represented in drama, music, stories, poems, or other art forms.	I U H	P43 P44	7			See goal 1. Also: (V) Empathy
23. The student knows principal ways of constructively resolving value conflicts (e.g., identifying and analyzing the opposing values; analyzing the external situation or issue over which conflict arose; identifying, analyzing alternatives).	P I U H	K7	8	4		See goal 1.
24. The student knows that as one traces the sources of and reasoning behind each of the values at issue, unifying principles may emerge which effectively resolve a value conflict.	I U H	G2 K7 K8	8	4		See goal 1.
25. The student knows that personal value conflicts may be resolved as first impressions, assumptions, or misinterpretations about a situation are corrected (e.g., as one acquires sufficient and valid knowledge, distinctions between relevant and irrelevant values emerge, priorities and criteria may be established which are appropriate to the situation).	I U H	G2 K7 K8	8	4		See goal 1. Also: (V) Relevance (V) Accuracy (V) Clarity (V) Adequacy (V) Openness (V) Adaptability-flexibility
26. The student knows games, activities, exercises, etc. which may be useful in resolving personal value conflicts.	P I U H	K2 K7	8	4		See goal 1. Also: (V) Knowledgeability

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
1.1.1 Personal (Cont.)						
27. The student knows theoretical constructs and analytical models of various sciences (e.g., economics, political science, communication-information sciences, system sciences) which may be useful in resolving personal value conflicts.	U H	K2 K7	3 8	4		See goal 1. Also: (V) Knowledgeability
28. The student is able to select appropriate models, principles, etc. to guide his or her analysis of values, situations and alternatives inherent in a personal value conflict.	I U H	P62 P63 P65	6 8	4		See goal 1. Also: (V) Resourcefulness (V) Discrimination
29. The student is able to make effective use of learned activities, strategies, models, etc. for resolution of personal value conflicts.	P I U H	P62 P63 P65	8 9	4		See goal 1. Also: (V) Resourcefulness
30. The student is able to use conventional processes of inquiry and problem-solving to resolve personal value conflicts (e.g., acquiring, validating, interpreting information; constructing alternatives, predicting and evaluating consequences; choosing valid alternative; evaluating outcomes).	I U H	P63	6 8 9	4		See goal 1.
31. The student is able to suspend judgments or decisions until values and situations have been adequately clarified (e.g., avoid making snap judgments, acting on first impressions, following line of least resistance).	I U H	P62	9	4		See goal 1. Also: (V) Integrity (V) Self-discipline (V) Self-direction (V) Judgment

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
1.1.1 Personal (Cont.)						
32. The student is able to clarify values and resolve value conflicts inherent in personal goal-setting and planning decisions (e.g., identify, analyze values to which one is generally committed, or which have high priority as decision criteria; clarify value principles determining what seems a "cost" and what a "benefit").	I U H	P62 P63 P64	8 9	4	3.3	See goal 1. Also: (V) Self-direction (V) Competence (V) Self-fulfillment
33. The student is able to assign priorities to personal goals, or to alternative plans for achieving them, based on adequate analysis of relevant situations and values.	I U H	P34 P62 P64			3.3	See goal 1. Also: (V) Self-direction (V) Competence (V) Self-fulfillment
34. The student knows that as one grows, acquires new knowledge and skills, and has new experiences, his or her values, goals, and plans change; i.e. one forms different values, and re-arranges priorities, in response to changing needs and situations.	P I U H	G2 K4 K8	3 12	4	9.5	See goal 1. Also: (V) Adaptability-flexibility (V) Openness (C) Maturation
35. The student is able to restructure values in response to increasing knowledge and skills, changing needs, or changing situations.	P I U H	P64	8 9	4		See goal 1. Also: (V) Adaptability flexibility (V) Openness (V) Self-direction
36. The student is able to direct and control his or her own behavior to be consistent with appropriate values in new situations.	P I U H	P65	9	4		See goal 1. Also: (V) Self-direction (V) Self-discipline

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
1.1.2 Interpersonal (See also: 2.7.2 Recognizing communication problems)						
1. The student knows reasons for clarifying one's knowledge of other people's values (e.g., accurate interpretation of behavior, resolution of interpersonal conflicts, increased group effectiveness, friendship, increased general understanding).	P I U H	K8	3 12	1 2 4	1.1.1 1.1.3 3.1.3	(V) Inquiring (V) Problem-solving (V) Clarity (V) Accuracy (V) Insight (V) Social sensitivity (V) Appreciativeness (V) Judgment (V) Thoughtfulness
2. The student knows reasons why humans often misinterpret one another's values or motives (e.g., misinterpretation of spoken or written words, of non-verbal cues; bias from prior assumptions; limiting effect of roles, patterns, norms in structured group situations).	P I U H	K8	3 7		4.3.1.1	See goal 1. Also: (C) Communication
3. The student is able to recognize personal assumptions or expectations which might bias his or her interpretation of another person's message intentions, or value position.	P I U H	P24	8	4 5	1.1.1	See goal 1. Also: (V) Objectivity (V) Self-knowledge
4. The student knows techniques for clarifying messages and intentions directly communicated by others (e.g., communication skill strategies, questioning procedures, role playing, simulation games, structured group problem solving).	P I U H	K2 K7	6 8	5	2.7.3	See goal 1. Also: (V) Resourcefulness (V) Knowledgeability

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
1.1.2 Interpersonal (Cont.)						
5. The student is able to use interpersonal communication skills to clarify another person's value position, intentions, motives, or feelings (e.g., paraphrase, perception check, behavior description, description of feelings, giving and receiving feedback).	P I U H	P65 P74	7 8	4 5	2.7.3	See goal 1. Also: (V) Communicating
6. The student is able to use structured group activities as a means of discovering the values and rationales of other group members (e.g., role playing, simulations, problem solving).	P I U H	P65	7 8			See goal 1. Also: (V) Resourcefulness (V) Participation (V) Cooperation
7. The student knows methods of analyzing spoken or written value statements (e.g., distinguishing among types of statements, examining supporting rationales).	I U H	K2 K7	6 8	5	1.1.1 3.1.1 3.1.3 3.1.4	See goal 1. Also: (V) Resourcefulness (V) Knowledgeabilit
8. The student is able to distinguish value statements (opinions, ratings, judgments, etc.) from statements which describe or define.	P I U H	P45	6 7 8		2.2	See goal 1. Also: (V) Discrimination (V) Competence
9. The student is able to identify and analyze the facts, definitions, and logic supporting a value statement.	P I U H	P22	6 7 8		2.2	See goal 1. Also: (V) Objectivity (V) Knowledgeabilit (V) Logic

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
1.1.2 Interpersonal (Cont.)						
10. The student is able to recognize bias or error in his or her own initial inferences about the nature of motives, needs, or rationales behind other peoples' value statements.	I U H	P24 P47	8	5		See goal 1. Also: (V) Self-knowledge
11. The student is able to determine sources and causes of values which differ from his or her own (e.g., basic needs served, sociocultural conditions in which values developed, personal experiences and individual characteristics of the person who holds the values).	P I U H	P42 P44 P45	8	5	4.3.1.2 9.7 10.5.3	See goal 1. Also: (V) Openness (V) Objectivity (V) Empathy
12. The student is able to suspend personal judgment about another until impressions and interpretations have been clarified.	P I U H	P62 P64	8	5		See goal 1.
13. The student is able to construct alternative solutions to interpersonal conflicts based on adequate knowledge of another person's values, needs, and feelings.	P I U H	P63	8 9	5	2.6.2 2.6.3	See goal 1.
14. The student is able to work cooperatively with others in solving interpersonal or intergroup conflicts.	P I U H	P65	8 9 10	5	2.6.3	See goal 1. Also: (V) Participating (V) Cooperating

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1.1.3 Societal (See also: 5.9 Economics of public issues; 8.3 Major themes; 8.4 Basic concepts; 8.8 American political problems and issues; 10.6.4 Social problems)						
1. The student knows reasons for clarifying one's knowledge of the values and value positions of groups or societies (e.g., analyzing social problems; make judgments, decisions about public issues; determining implications of personal actions; restructuring personal values; increasing understanding of other cultures).	P I U H	K8	3. 10 12	1 2 4	1.1.1	(V) Inquiring (V) Problem-solving (V) Decision-making (V) Accuracy (V) Clarity (V) Insight (V) Openness (V) Social sensitivity (V) Judgment (V) Appreciativeness (V) Participating (V) Democratic process
2. The student knows reasons why a successful democracy depends upon the effective participation of individual citizens in making decisions which affect them (e.g., "Eternal vigilance is the price of liberty.").	P I U H	G1 K7 K9	3 7	2 4	8.5.4	See goal 1. Also: (C) Citizenship (C) Decision-making
3. The student knows sources of information about the values of a group, society, or culture (e.g., classic, folk, and popular literature, music, art; events reported in news media; works of historians, social scientists, personal observations).	P I U H	K6	6	2 4	2.1.2 2.1.3 2.1.4 4.3.3.2	See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
1.1.3 Societal (Cont.)						
4. The student knows ways of clarifying or checking the adequacy of personal inferences about the values of a group, society, or culture (e.g., resources, processes of historical, scientific inquiry; use of conventional model for analysis and resolution of problems, conflicts).	P I U H	K2 K7	4 6	4	2.2 2.6.3	See goal 1.
5. The student knows ways in which social, economic, and political problems are related to value conflicts among groups.	I U H	K8 K10	3	2 4	8.3.1 8.3.2 8.4.2 8.4.5	See goal 1. Also: (C) Conflict (C) Ideology (C) Political culture
6. The student knows ways that investigation, dialogue or discussion of societal issues may be structured to clarify or resolve value conflicts (e.g., using conventional model for analysis of principal and secondary issues, clarification of factual and definitional problems, construction and testing of solutions).	I U H	K2	8 10	4		See goal 1.
7. The student knows steps in the analysis of a controversial issue by individuals or groups, including: a) identify issue; b) identify parties in conflict; c) identify value positions of respective parties; d) identify rationales, needs underlying value positions; e) identify issues of fact and definition that require clarification.	I U H	K2 K4	8 10	4		See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
1.1.3 Societal (Cont.)						
8. The student is able to identify the central issue in a societal value conflict or public controversy (e.g., the topic, question, legislative proposal, problem statement, etc. that is the focus of conflict).	I U H	P63	8 10	4		See goal 1.
9. The student is able to identify the parties or groups or "interests" in conflict over an identified social (public) issue.	I U H	P63	8 10	4		See goal 1.
10. The student is able to identify value positions taken by various parties, groups, interests, or individuals involved in an identified social issue.	I U H	P63	8 10	4		See goal 1.
11. The student is able to identify key factual claims and logical propositions contained in the rationales supporting conflicting value positions on an identified social issue.	I U H	P63	8 10	4		See goal 1.
12. The student is able to identify the needs underlying differing value positions on an identified social issue.	I U H	P63	8 10	4		See goal 1. Also: (C) Social needs
13. The student is able to recognize communication problems clouding an issue or blocking effective dialogue by parties with conflicting value positions (e.g., discrepancies in their uses, interpretations of same terms; use by one group of terms whose meanings are obscure to the others).	I U H	P63	8 10	4		See goal 1. Also: (C) Communication

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
1.1.3 Societal (Cont.)						
14. The student is able to identify terms needing clarification or stipulation of definitions, for purposes of discussion or inquiry about an identified social issue.	I U H	P63	8 10	4		See goal 1.
15. The student is able to use appropriate resources and procedures for clarifying meanings of key terms to be used in a following personal inquiry or group discussion about an identified social issue (e.g., personal inquiry: state and qualify intended uses of terms, citing examples, analogies, determining features of referents, etc. as needed to explicate meanings; group discussion: examine alternative referents, meanings, uses, and agree to use of terms as stipulated, qualified for purpose of discussion).	I U H	P63 P66	5 6 8 10	4		See goal 1.
16. The student is able to adhere to clarified and stipulated uses of key terms in written or oral presentations of facts, opinions, propositions, etc. regarding an identified social issue.	I U H	P63 P65 P66	5 8 10			See goal 1.
17. The student is able to identify discrepancies in the facts which conflicting parties consider a) accurate or reliable and b) relevant to the nature or resolution of the central issue.	I U H	P45 P63	7 8 10	4		See goal 1.

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1.1.3 Societal (Cont.)						
18. The student is able to use appropriate resources and procedures to clarify and reconcile issues of fact which underlie or aggravate value conflicts over a central social issue (e.g., check adequacy of available or presented information; do research needed to assemble, interpret further data, verify sources, etc.; present findings in appropriate objective format).	I U H	P63	7 8 10	4		See goal 1.
19. The student is able to identify or propose for group analysis alternative solutions to conflicts surrounding an identified social issue, based on adequate analysis of the respective value positions and needs of interested parties (e.g., suggest bargains, compromises).	I U H	P63	8 10	4		See goal 1.
20. The student is able to use appropriate resources and procedures to analyze and test alternative solutions to conflicts surrounding an identified social issue (e.g., determine potential effects of each alternative, if implemented; weigh costs and benefits to interested parties; assess viability-workability of solutions proposed).	I U H	P63 P64	8 10	4		See goal 1.
21. The student is able to suggest ways that a plan or proposal might be revised to more adequately meet the needs of parties involved in a value conflict over a social issue.	I U H	P63 P64	8 10	4		See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
1.1.3 Societal (Cont.)						
22. The student is able to modify or affirm his or her earlier value position, tentative judgment or decision regarding a social issue, based on adequate information about the values, needs and circumstances of parties involved, and adequate consideration of alternative solutions and their respective implications.	I U H	P62 P63 P64	8 9 10	4		See goal 1.
23. The student knows that many choices one makes in and about various life roles act as "input" for collective decisions affecting the social, economic, political and physical environments of present and future generations.	U H	G2 K3 K4 K7	3 9	4		See goal 1. Also: (C) Decision-making (C) Role (C) Political system (C) Economic system (C) Social system (C) Interdependence
24. The student knows types of choices he or she may make in the role of citizen which influence-directly or indirectly-the policies and practices of societal institutions (e.g., voting on issues, candidates; selecting party affiliation, joining a movement or action group; following or breaking laws; using court systems; using public service agencies; accepting or protesting violations of law, stated policy, social or personal values).	U H	K5 K7	3 9	4	8.4.3 8.4.5 8.7.2.5 8.7.2.6 8.7.2.7	See goal 1. Also: (C) Citizenship

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
1.1.3 Societal (Cont.)						
25. The student knows types of choices he or she may make in the role of consumer which influence-directly or indirectly-the policies and practices of societal institutions (e.g., purchasing particular goods, services; trading at particular stores, banks, etc.; accepting or protesting violations of law, stated policy, social or personal values).	U H	K5 K7	3 9	4	5.3.3 5.4.1 5.4.2	See goal 1. Also: (C) Economy
26. The student knows types of choices he or she may make in the role of student which influence-directly or indirectly-the policies and practices of societal institutions (e.g., selecting courses, instructors, schools, learning goals; voting in student elections, joining planning or advisory committees; selecting extra-curricular activities; staying in school or dropping out; working at it or cruising along; following or breaking rules, traditions, norms; accepting or protesting violations of legal rights, stated policies, social or personal values).	U H	K5 K7	3 9	4	10.6.3.3 10.7.1.6	See goal 1.

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1.1.3 Societal (Cont.)						
27. The student knows types of choices he or she may make in or about the role of worker which influence-directly or indirectly-the policies and practices of societal institutions (e.g., choosing particular career or occupation, and programs, schools in preparation for career; selecting job offer, retirement-health care-insurance plans; staying with or changing jobs, employers; joining union, professional association, etc.; accepting or protesting working conditions, management decisions, etc. that violate law, stated policy, social or personal values).	U H	K5 K7	3 9	4	5.4.1.5 5.5.1.2	See goal 1. Also: (C) Economy
28. The student knows types of choices he or she may make in or about the role of family member that influence the family or families in question, or the institutions with which the family interacts (e.g., major decisions, plans for marriage, children, residence, life style, etc.; personal responses to other family members, to family conflicts or crises).	U H	K5 K7	3 9	4	10.6.3.1 10.6.4.3.3	See goal 1. Also: (C) Family
29. The student is able to make personal choices, decisions and judgments in and about various life roles, based on adequate knowledge of their value implications for self, society, and environment.	U H	P62 P64	9	4		See goal 1.

1. Values and social science
1.2 Potential value choices

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
1.2.1 Humans and environment: related values						
1. The student values complexity, diversity, order (regularity) and unity as generalized qualities of the systems within which life exists, and by which it continues.	U H	V1	11			(V) Complexity (V) Diversity (V) Order (regularity) (V) Unity
2. The student values processes that enable organized human populations to cope with (anticipate, respond to, survive, overcome) environmental change, including: exploring, inquiring, modifying the environment, adapting, predicting, planning.	P I U H	V1	11 12		4.2.1 4.3.1.3 6.3 6.4 7.5.3 10.6.3	(V) Exploring (V) Inquiring (V) Modifying (V) Adapting (V) Predicting (V) Planning
3. The student values modes of seeking, discovering, and creating the knowledge that enables humans (individuals, groups, cultures) to cope with their own environmental circumstances, including: fantasy, logic, research, experimentation, prayer, mysticism, invention.	I U H	V1	11 12		4.3.1.1 7.5 9.6.3	(V) Fantasy (V) Logic (V) Research (V) Experimentation (V) Prayer (V) Mysticism (V) Invention
4. The student values individual and cultural knowledge of the identities, characteristics, locations, uses, and limitations of life-supporting resources.	P I U H	V1	12	5		(V) Knowledge of resources
5. The student values individual and societal access to the environmental and cultural resources needed to support and enhance the lives of present and future generations.	P I U H	V1	12	5		(V) Access to resources

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1. Values and social science
1.2 Potential value choices

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
1.2.1 Humans and environment: related values (Cont.)						
6. The student values the maintenance and preservation of resources supporting or enhancing the lives of present and future generations.	P I U H	V1	12	5	5.6.2.2 6.4.3 10.6.4.3.4 10.6.4.3.5	(V) Maintenance of resources (V) Preservation of resources
7. The student values forms in which humans are able to represent (internally, externally; in thought, action, communicative media) our perceptions of and responses to our environments, including: images, symbols, models.	I U H	V1	11 12	5		(V) Images (V) Symbols (V) Models
8. The student values images, symbols, and models that provide humans with useful, reliable information about objective reality; i.e., representations that are adequate as bases for decision or action.	P I U H	V1	12	5	2.2 2.5 2.6.2 2.7 3.1.1 3.1.3 3.2.2 6.1.3.2	(V) Objectivity (V) Adequacy as a basis for actio or decision (C) Communication (C) Language (C) Decision-making
9. The student values qualities of adequate, objective representation and communication, including: clarity, accuracy, logical consistency, relevance, comprehensiveness, predictive validity.	P I U H	V1	12	5	2.2 2.7.3 3.1.1 3.1.2 3.1.3 3.1.4 3.2.1 3.2.2	(V) Clarity (V) Accuracy (V) Logical consistency (V) Relevance (V) Comprehensiveness (V) Predictive validity

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1. Values and social science
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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
1.2.1 Humans and environment: related values (Cont.)						
10. The student values and respects the beauty of nature.	P I U H	V1				(V) Environment (V) Aesthetic responsiveness
11. The student values images, symbols, and models that express, recreate and enhance subjective reality (the art or beauty we perceive in nature; the art we create and preserve and share in our social and physical environments).	P I U H	V1	11 12	5		(V) Artistic representation
12. The student values qualities of artistic representation (expressive works, performances, etc.) including: technique, form, harmony, dissonance, symmetry, rhythm, grace, style, eloquence, integrity, individuality.	I U H	V1	11 12			(V) Technique (V) Form (V) Harmony (V) Dissonance (V) Symmetry (V) Rhythm (V) Grace (V) Style (V) Eloquence (V) Integrity (V) Individuality

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1. Values and social science
1.2 Potential value choices

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
1.2.2 Society and culture: related values						
1. The student values social organization and culture as integral to the continuation and quality of human life (e.g., as mechanisms by which individuals and populations survive and develop despite the scarcity, conflict, change inherent in human existence; as systems within which people find and create satisfactions for emotional, intellectual, material needs).	I U H	V2	11 12	1 5	4.2.4 4.3.1.1 10.5	(V) Society (V) Culture (C) Social organization (C) Culture
2. The student values security--collective and individual--as interrelated purposes of social organization, as conditions facilitating individual and collective development, and as the result of effective systems for managing conflict.	I U H	V2	12	1 5		(V) Security
3. The student values productivity--collective and individual--as interrelated purposes of social organization, as means of coping with scarcity, and as conditions of individual and collective well-being.	I U H	V2	12	1 5		(V) Productivity
4. The student values peace within and among societies, as a fundamental ideal or objective, as a condition that results from effective systems for conflict management and resolution, and as a condition of individual and collective well-being.	P I U H	V2	12	5		(V) Peace

1. Values and social science
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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
1.2.2 Society and culture: related values (Cont.)						
5. The student values stability: ...as the condition-involving both strength and flexibility-allowing the continuing existence of an organized, interdependent population; or of the systems integrating and sustaining individual and collective life; ...as the reliability (continuity, regularity) with which people, processes, relationships, etc. fulfill essential or specialized functions, to maintain individual and collective well-being; ...as equilibrium of and among environmental systems, economic, political and other communities, based on adequate responses to changing circumstances.	I U H	V2	12	1 5	4.3.1 5.1.2 10.5.2	(V) Stability (C) Continuity (C) Interdependence (C) Equilibrium (C) Social organization (C) Community
6. The student values unity of purpose as consensus needed for, or resulting from, effective social organization (e.g., agreement on generalized values, principles, procedures to be used in resolving or arbitrating conflicts; cohesive force uniting diversified interests, groups for integrated, efficient collective enterprises).	I U H	V2	12		8.3.2 10.5.2.3	(V) Unity of purpos (C) Community

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1. Values and social science
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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
1.2.2 Society and culture: related values (Cont.)						
7. The student values social morality and social responsibility in individual, group, institutional and national decision-making; (i.e. behavior governed by awareness of relationships between individual and collective well-being).	P I U H	V2	12	5		(V) Social morality (V) Social responsibility (C) Interdependence
8. The student values justice: ...as an ideal or objective shared in principle by all cultures (i.e., the orderly operation of social control mechanisms, consistent with the moral and ethical values by which "fairness" and "rightness" are defined in/by a particular society or culture); ...as the implementation--in American society and its economic, political and educational institutions--of democratic principles, constitutional guarantees, etc. to which our laws and people claim commitment; ...as decision outcomes (policy, law, plans, judgments, courses of action) that serve the best interests of society and of its member groups; ...as fair, honorable, responsible treatment of individuals by other individuals.	P I U H	V2	12	5		(V) Justice (C) Justice

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1. Values and social science
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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
1.2.2 Society and culture: related values (Cont.)						
9. The student values honor: ...as an attribute of individuals or organizations whose voluntary behavior is consistent with their own professed values, with shared moral, ethical, social rules and standards, with their specific obligations, etc., ...as the sense of accountability-loyalty binding people within any socially organized unit to each other, their institutions, their personal and collective values; ...as the moral, social or spiritual "collateral" (e.g., good conscience, self-respect; one's good name, the good name of family, nation, etc.; one's worth in the eyes of associates, of society, of higher authority) that is at stake when making pledges, promises, taking oaths, accepting responsibilities; ...as the trust and respect one gives others and is given in return.	P I U H	V2	12	5		(V) Honor (C) Loyalty

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
1.2.2 Society and culture: related values (Cont.)						
10. The student values concepts and principles guiding American institutions and people toward the realization of fundamental social purposes, including: democratic process, rule of law, equality, freedom, brotherhood, pluralism, progress, literacy.	P I U H	V2	11 12	5		(V) Democratic process (V) Rule of law (V) Equality (V) Freedom (V) Brotherhood (V) Pluralism (V) Progress (V) Literacy
11. The student values behavior which exhibits or encourages democratic processes, the rule of law, equality, freedom, brotherhood, pluralism, progress, or literacy within and among societies.	P I U H	V2	11 12	5		See goal 10.
12. The student values processes or activities integral to the operation and maintenance of social and cultural systems, and to the lives and well-being of their members, including: working, communicating, assembling, participating, sharing, cooperating, competing, educating, problem-solving, planning, policy-making.	P I U H	V2	12	1 5		(V) Working (V) Communicating (V) Assembling (V) Participating (V) Sharing (V) Cooperating (V) Competing (V) Educating (V) Problem-solvin (V) Planning (V) Policy-making

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1. Values and social science
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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
1.2.2 Society and culture: related values (Cont.)						
13. The student values social rights guaranteed or protected by American Constitutional law, and/or fundamental to the functioning of American social systems, including: freedom of speech, freedom of assembly, freedom of inquiry, voting, dissenting, assenting, privacy, ownership of property, equal protection under law.	P I U H	V2	12	5		(V) Freedom of speech (V) Freedom of assembly (V) Freedom of inquiry (V) Voting (V) Dissenting (V) Assenting (V) Privacy (V) Ownership of property (V) Equal protection under law
14. The student values behavior (social, political, economic, personal) which exhibits or encourages the effective exercise of basic rights and freedoms.	P I U H	V2	12	5		See goal 13.
15. The student values a society which provides the resources and means for individuals and groups to exercise basic rights and freedoms effectively in personal or collective decision-making (e.g., time free from survival tasks, education in use of communication systems and technology, access to adequate information, to facilities needed for assembling, voting, etc.).	P I U H	V2	12	5		See goal 13.

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1. Values and social science
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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
1.2.2 Society and culture: related values (Cont.)						
16. The student values social institutions organized to fulfill fundamental needs of individuals and populations, including: family, schools, government, religious institutions.	P I U H	V2	12	5		(V) Family (V) Schools (V) Government (V) Religious institutions
17. The student values social regulators by which conflict is minimized, managed or resolved within a social system, including: mores, laws, policies, regulations (rules).	P I U H	V2	12	5		(V) Mores (V) Laws (V) Policies (V) Regulations (rules)
18. The student values culturally-shared and transmitted conventions that are essential to the maintenance or well-being of human life, including: language, tools, cultural arts, cultural beliefs, cultural knowledge, cultural skills.	P I U H	V2	11 12	5	3.1 4.3	(V) Language (V) Tools (V) Cultural arts (V) Cultural belief (V) Cultural knowledge (V) Cultural skills
19. The student values his or her own cultural heritage: as a source of personal identity, pride, knowledge, skills; as a set of resources to be drawn on, developed, transmitted to future generations for the solution of problems, the maintenance and enhancement of life.	P I U H	V2	11 12	5		(V) Cultural heritage

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1. Values and social science
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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
1.2.2 Society and culture: related values (Cont.)						
20. The student values the cultural heritages of other individuals, ethnic groups, societies: as sources of their identity, pride, their well-being or survival in circumstances that may differ substantially from one's own; as sources of knowledge, skills, arts, ideas, etc. that can be drawn on and applied to the solutions of contemporary and future problems, the enhancement of contemporary and future life; as legacies or resources to be respected, preserved, transmitted to future generations.	P I U H	V2	11 12	5		(V) Cultural heritage
21. The student values conditions, policies, and programs (domestic, international; political, educational, etc.) that promote knowledge and appreciation of other cultures, or mutual understanding and respect among people of differing cultural backgrounds.	I U H	V2	11 12			(V) Social responsibility (V) Cultural heritage (V) Pluralism
22. The student values behavior (personal, institutional· political, economic, social) that exhibits or encourages respect for the members of minority cultures within modern communities or societies, and enables maintenance and development of differing cultural heritages by peoples around the world.	P I U H	V2	11 12			(V) Social responsibility (V) Cultural heritage (V) Pluralism

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
1.2.2 Society and culture: related values (Cont.)						
23. The student values the disciplines of history and social science, as institutions specialized to preserve, add to, integrate, verify and transmit the accumulated knowledge and skills of Western culture, about the worlds cultures, people, environments, and their interrelationships.	I U H	V2	12 13			(V) Cultural knowledge (V) Cultural skills (V) Educating (V) Inquiring

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
1.2.3 Personal functioning: related values						
1. The student values qualities that contribute to personal effectiveness in a variety of life roles, including: health, curiosity, rationality, resourcefulness, knowledgeability, responsibleness, perserverence, innovativeness, initiative, ingenuity, imaginativeness, creativity, commitment, adaptability-flexibility, judgment, insight, efficiency, craftsmanship, self-discipline, openness, aesthetic responsiveness.	P I U H	V3	12	5		(V) Health (V) Curiosity (V) Rationality (V) Resourcefulness (V) Knowledgeability (V) Perseverence (V) Innovativeness (V) Initiative (V) Ingenuity (V) Imaginativeness (V) Creativity (V) Commitment (V) Adaptability-flexibility (V) Judgment (V) Insight (V) Efficiency (V) Craftsmanship (V) Self-discipline (V) Openness (V) Aesthetic responsiveness

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
1.2.3 Personal functioning: related values (Cont.)						
2. The student values personal qualities that enhance one's relationships with others, or enable one to contribute constructively to interpersonal or group situations, including: tolerance, appreciativeness, trust, thoughtfulness, sensitivity, respectfulness, compassion, love, individuality, humility, dignity, faithfulness, empathy, courage, integrity, humor, morality, cooperativeness, social concern, social sensitivity, friendliness, honesty.	P I U H	V3	12	5		(V) Tolerance (V) Appreciativeness (V) Trust (V) Thoughtfulness (V) Sensitivity (V) Respectfulness (V) Compassion (V) Love (V) Individuality (V) Humility (V) Dignity (V) Faithfulness (V) Empathy (V) Courage (V) Integrity (V) Humor (V) Morality (V) Cooperativeness (V) Social concern (V) Social sensitivity (V) Friendliness (V) Honesty
3. The student values conditions of self-esteem and self-actualization, including: personal growth and development (physical, intellectual, emotional), competence, self-knowledge, self-confidence, self-respect, self-reliance, self-direction, self-expression, self-fulfillment.	I U H	V3	12	5		(V) Personal growth and development (V) Competence (V) Self-knowledge (V) Self-confidence (V) Self-respect (V) Self-reliance (V) Self-direction (V) Self-expression (V) Self-fulfillmen

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1. Values and social science
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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
1.2.3 Personal functioning: related values (Cont.)						
4. The student values learnings and experiences that contribute to his or her developing effectiveness: ...as a person capable of setting and pursuing goals that are appropriate to his or her values, interests, innate talents, etc., and that are consistent with the needs, rights and interests of others; ...as a person capable of coping with the complexities of reality as challenges or opportunities, rather than as threats; ...as a person who finds meaning and fulfillment in his or her involvement with tasks, with people, with ideas, with leisure activities, and with the environment(s) in which he or she lives.	U H	V3	12 13	4 5		(V) Self-actualization (V) Personal growth and development
5. The student values the spontaneous feelings or realizations of curiosity, concern, respect for life, wonder, awe, reverence, satisfaction, or enjoyment that signal and motivate self-actualizing interactions with one's environment(s).	U H	V3	11 12	5		(V) Curiosity (V) Concern (V) Respect for life (V) Wonder (V) Awe (V) Reverence (V) Satisfaction (V) Enjoyment

2. Processes of inquiry and problem-solving

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.1 Acquiring information						
1. The student knows the location and use of print and nonprint materials related to acquiring information (e.g., card catalog: "Perception," "Senses and Sensation," "Research"; Dewey Decimal Classification and Relative Index; Subject Guide to Books in Print: "Information Storage and Retrieval Systems," "Library Catalogs," "Electronic Data Processing-Library Science"; ERIC; OTIS; Reader's Guide: "Information Storage and Retrieval Systems"; Microforms: Learning Directory: "Observation Skill," "Retrieval System Theory," "Computer Information Retrieval," "Filing, Indexing," "Taxonomy"; Telelecture).	P I U H	K6	4 6			(V) Inquiring (V) Knowledge of resources

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2. Processes of inquiry and problem-solving
2.1 Acquiring information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.1.1 Perceiving, experiencing (See also: 9.4 Dimensions of mind)						
1. The student knows that living organisms constantly receive and process information at various levels of consciousness.	P I	G2 K7	1 3			(V) Self-reliance (V) Self-knowledge (V) Self-direction (V) Competence (V) Discrimination
2. The student knows that perceiving involves a complex network of sensors, channels, etc. which receive information from outside and inside one's body and carry it to the brain.	P I	K7	1 3			See goal 1.
3. The student knows that individuals use their perception systems purposefully--focusing, concentrating, observing--to acquire specific information.	P I	K7	1 3			See goal 1.
4. The student is able to observe selectively according to his or her purpose or objective.	P I U H	P65	4 8			See goal 1. Also: (V) Self-discipline
5. The student is able to use appropriate scientific terms and models for human senses or information channels.	P I U H	P65	3	5		See goal 1.
6. The student is able to increase the amount or rate of information he or she receives through various channels (e.g., scanning, speed reading).	U H	P65	4 8	5		See goal 1. Also: (V) Self-discipline

2. Processes of inquiry and problem-solving
2.1 Acquiring information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.1.1 Perceiving, experiencing (Cont.)						
7. The student is able to concentrate his or her attention on information being received through one appropriate channel (e.g., screen out sounds when reading, screen out visual distractions when listening).	P I U H	P65	8	5		See goal 1. Also: (V) Self-discipline
8. The student is able to lengthen his or her attention span.	P I U H	P65	8	5		See goal 1. Also: (V) Self-discipline
9. The student is able to distinguish figure from ground when receiving information visually (e.g., see a particular object among many objects in field of vision; see a particular line of words out of all words on page).	P I U H	P11 P45 P65	8	5		See goal 1.
10. The student is able to perceive spatial relationships visually (i.e. positions of objects in relation to each other, distances, sizes).	P I	P11	3 4 6	5	6.1.1	See goal 1.
11. The student is able to use accurate terms for relative positions (e.g., under, over, inside, outside, behind, in front of, here, there, away).	P I	P31 P65	3	5	6.1.1	See goal 1.
12. The student is able to use accurate terms for distances (e.g., long, short, near, far, inch, foot, mile).	P I	P31 P65	3	5	6.1.1	See goal 1.

2. Processes of inquiry and problem-solving
2.1 Acquiring information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.1.1 Perceiving, experiencing (Cont.)						
13. The student is able to perceive size relationships visually.	P I	P11	3 4 6	5	6.1.1	See goal 1.
14. The student is able to use accurate terms for size relationships (e.g., larger, smaller, greater, lesser).	P I	P31 P65	3	5	6.1.1	See goal 1.
15. The student is able to perceive sizes in relationship to distance (e.g., recognize that things appear smaller the farther they are from one's eyes).	P I	P11	3 4 6	5	6.1.1	See goal 1.
16. The student is able to perceive constancy of forms or symbols visually (e.g., recognize a circle, whether it appears large or small in field of vision; recognize known symbol in various positions and sizes).	P I	P11	3 4 6		3.1.1	See goal 1.
17. The student is able to use accurate terms for shapes and symbols (e.g., names of geometric shapes, names of letters, numerals).	P I	P31	3		3.1.1	See goal 1.
18. The student is able to perceive color differences.	P I	P11 P45	3 4 6			
19. The student is able to use accurate descriptive and identifying terms for colors (e.g., light, dark, bright, dim; color names).	P I	P11 P31 P65	3			See goal 1.

2. Processes of inquiry and problem-solving
2.1 Acquiring information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.1.1 Perceiving, experiencing (Cont.)						
20. The student is able to distinguish message from noise when receiving auditory information (e.g., hear one voice out of many voices, distinguish between relevant and extraneous sounds).	P I	P12	6 8		3.1.3	See goal 1.
21. The student is able to perceive direction and distance of sound signals.	P I	P12	6 8			See goal 1.
22. The student is able to perceive relative temperatures through touch.	P I	P13	8			See goal 1.
23. The student is able to use accurate descriptive terms for temperatures (e.g., hot, warm, cool, cold).	P I	P31 P65	3			See goal 1.
24. The student is able to perceive textures, shapes and sizes of objects through touch.	P I	P13	4 6			See goal 1.
25. The student is able to use accurate terms for textures, shapes, and sizes (e.g., rough, smooth; wet, dry; round, flat; large, small).	P I	P31	3			See goal 1.
26. The student is able to receive information about properties of objects through perceptions of odors and/or taste.	P I	P14 P15	4 6			See goal 1.
27. The student is able to use accurate terms for tastes and odors (e.g., sour, sweet, salty, bitter).	P I	P14 P15 P31 P65	3			See goal 1.

2. Processes of inquiry and problem-solving
2.1 Acquiring information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.1.1 Perceiving, experiencing (Cont.)						
28. The student is able to perceive time relationships and sequences.	P I	P34	3 4 6		6.2.1	See goal 1. Also: (C) Time
29. The student knows that time perception is a function of memory.	P I	K7	1			See goal 1. Also: (C) Time
30. The student is able to use accurate terms for time relationships (then, now, before, after), time units (hour, week, month, year), or relative positions in time (yesterday, today, tomorrow, next week).	P I	P31 P65	3		6.2.1	See goal 1. Also: (C) Time
31. The student is able to perceive motion and changes in motion.	P I	P34	3 4 6			See goal 1.
32. The student is able to use accurate terms for rates, directions, and kinds of motion (e.g., fast, slow; forward, backward, around; turn, twist, bend, slide, run, walk).	P I	P31 P65	3			See goal 1.
33. The student is able to receive information about situations using two or more perception channels at once (e.g., using vision and touch to perceive texture of objects, using vision and hearing to perceive events).	P I	P65	8 9		3.2	See goal 1.
34. The student is able to acquire accurate information about his or her own state.	P I U H	P17	8 9			See goal 1.

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2. Processes of inquiry and problem-solving
2.1 Acquiring information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.1.1 Perceiving, experiencing (Cont.)						
35. The student knows that internal sensors throughout the human body receive and transmit information to the brain.	P I U H	K7	1			See goal 1.
36. The student knows current research and theories about the nature, functions, and conscious use of internal information channels (internal sensors, nervous system, endocrine system, etc.).	I U H	G1 K7	1 3			See goal 1.
37. The student knows that some internal information is processed without the individual's conscious awareness of direct control (e.g., information which permits regulation of heartbeat, breathing, perspiring).	P I U H	K7	1 3			See goal 1.
38. The student knows that some internal information is consciously processed (e.g., pain, hunger, thirst, emotional response).	P I U H	K7	1 3			See goal 1.
39. The student knows that emotions are responses which may themselves contain information: they tell us about our state at a given time and can indicate our needs, accomplishments, progress, etc.	P I U H	K3	3			See goal 1.
40. The student knows emotions which indicate personal need for more information (e.g., ambition, anticipation, curiosity, confusion, conflict, anxiety, frustration).	P I U H	K5	1 3	4 5		See goal 1.

2. Processes of inquiry and problem-solving
2.1 Acquiring information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.1.1 Perceiving, experiencing (Cont.)						
41. The student knows emotions which indicate personal progress toward or achievement of a goal (e.g., anticipation, satisfaction, pleasure, confidence, excitement).	P I U H	K5	3	4 5		See goal 1.
42. The student is able to use accurate terms for internal perceptions and feelings (emotions).	P I U H	P31	3		3.2.3	See goal 1.
43. The student knows that internal and external perceptions provide information needed to coordinate and direct muscle activity (e.g., follow a line of words, maintain balance, focus a microscope).	P I U H	K7	3			See goal 1.
44. The student is able to increase his or her visual-motor or coordination skills.	P I U H	P65	12		3.2	See goal 1. Also: (V) Self-discipline
45. The student is able to extend or alter his or her perception for various purposes (e.g., acquiring specific information unavailable through unassisted human senses; extending one's frame of reference).	P I U H	P16 P65	4 6 12			See goal 1. Also: (V) Personal growth and development
46. The student is able to select and use sense extenders appropriate to the information desired and the subject being observed (e.g., microscope for viewing small objects, stethoscope for hearing muffled sounds, electronic equipment for magnifying or translating inaudible sounds).	P I U H	P16 P33 P65	4 6			See goal 1. Also: (V) Tools (V) Access to resources

2. Processes of inquiry and problem-solving
2.1 Acquiring information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.1.1 Perceiving, experiencing (Cont.)						
47. The student knows that people acquire information from each other through personal interaction (perceiving and decoding words, gestures, and expressions of others) and through media (perceiving and decoding symbols, illustrations, and other representations).	P I U H	K5 K7	1 3	5	2.7 3.2	See goal 1. Also: (C) Communication
48. The student is able to increase the amount or accuracy of information he or she acquires from interactions with other people (e.g., interpersonal communication skills).	P I U H	P65	8	5	2.7.3	See goal 1. Also: (V) Personal growth and development (C) Communication
49. The student is able to increase the amount or accuracy of information he or she acquires from media (e.g., reading, reference, study skills).	P I U H	P65	8	5	2.7.4 3.2.4 3.3	See goal 1. Also: (V) Self-discipline (V) Personal growth and development

2. Processes of inquiry and problem-solving
2.1 Acquiring information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.1.2 Locating and using resources (See also: 3.3 Personal study skills)						
1. The student is able to use a variety of sources to acquire information (e.g., personal observations, stored information).	P I U H	P65	4 6	5		(V) Knowledge of resources (V) Access to resources (V) Resourcefulness (V) Inquiring (V) Competence
2. The student knows general categories of information sources available in his locality (e.g., museums, book collections, audio-visual collections, agencies, institutions, private organizations).	P I U H	K5 K6	4 6	5		See goal 1.
3. The student is able to identify local sources of information relative to purpose of inquiry (e.g., field trips or field observation sites, libraries, museums, resource people).	P I U H	P23 P33	4 6	5		See goal 1.
4. The student is able to identify sources of relevant information available through correspondence, telecommunications, etc. (e.g., state libraries, ERIC, Government Printing Office, universities, corporations).	I U H	P23 P33	4 6	5		See goal 1.

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2. Processes of inquiry and problem-solving
2.1 Acquiring information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(S) Concept/ (V) Value Words
2.1.2 Locating and using resources (Cont.)						
5. The student is able to retrieve alphabetically-stored information (e.g., find desired entry in phone book, card catalog, index; find book on library shelf, etc.).	P I U H	P34 P41	4 6	5		See goal 1.
6. The student is able to retrieve numerically-stored information (e.g., find page from listing in index or table of contents; find nonsystem book on library shelf; find entry in a chronological file).	P I U H	P34 P41 P61	5 6	5		See goal 1.
7. The student is able to use technological systems for retrieving information (e.g., key-punch, computer).	I U H	P35 P65	5 6	5		See goal 1.
8. The student is able to follow printed directions to locate stored information (e.g., posted instructions, application forms).	I U H	P41 P65 P72	5 6	5		See goal 1.
9. The student is able to follow maps, illustrations, and other graphic guides to locate information sources.	I U H	P41 P65 P72	5 6	5	6.1.3.2	See goal 1.
10. The student is able to follow verbal directions to locate information sources.	I U H	P41 P65 P72	5 6	5		See goal 1.

2. Processes of inquiry and problem-solving
2.1 Acquiring information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.1.2 Locating and using resources (Cont.)						
11. The student is able to employ conventional research techniques when locating information sources (e.g., searching for related topic headings in indexes, catalogs, directories, using footnotes and bibliography as leads to related information, questioning resource people).	I U H	P41 P44 P65	4 6	5		See goal 1.
12. The student is able to employ an efficient strategy when locating a particular entry out of a set of entries in a reference system (e.g., "20 questions" strategy, based on principles of information theory).	I U H	P65	4 6	5		See goal 1. Also: (V) Efficiency
13. The student knows that a particular entry out of a set may be found with the maximum efficiency when one narrows the search by half with each entry examined; (i.e., pick middle entry of whole set to see whether desired entry would be before or after it, thus identifying the half to look in next; then pick middle entry of that half to identify proper fourth, etc., until desired entry is found).	I U H	K2	4 6	5		See goal 1. Also: (V) Efficiency

2. Processes of inquiry and problem-solving
2.1 Acquiring information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.1.2 Locating and using resources (Cont.)						
14. The student is able to use appropriate procedures for gaining access to stored information (e.g., placing orders, borrowing books or audio-visuals, operating projectors, purchasing materials).	P I U H	P65	4 6	5		See goal 1.
15. The student is able to select resource people who are able to give relevant information and/or suggest other relevant sources.	I U H	P33	4 6	5		See goal 1.
16. The student is able to use appropriate procedures for contacting resource people (e.g., corresponding, making appointments, telephoning).	I U H	P65	4 6	5		See goal 1.
17. The student is able to use appropriate communication skills and conventions of courtesy when consulting a resource person.	I U H	P65 P74	8	1 5	2.7.3 2.1.4 3.1.3	See goal 1. Also: (V) Respectfulness (V) Integrity

2. Processes of inquiry and problem-solving
2.1 Acquiring information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.1.3 Observing behavior						
1. The student knows problems involved in the scientific observation of other people's behavior (e.g., impossibility of observing situation without changing it; impossibility of totally objective observation; difficulty of recording "on the scene" without missing anything, or of recalling behavior in specific accurate detail later.	P I U H	K3	3 4		4.3.3.2 8.2.4 9.1.3 10.4	(V) Inquiring (V) Resourcefulness
2. The student knows instruments and procedures devised to minimize observer influence, and to maximize the objectivity and adequacy of behavioral data.	P I U H		4		3.2.2	See goal 1.
3. The student is able to prepare and use checklists as "guides" to behavioral observation.	P I U H	P32 P66	4 6			See goal 1.
4. The student is able to count instances of a specific behavior or action in a given period of time, using mechanical counters, checklists, tally sheets, or other appropriate instruments.	P I U H	P32 P35	4 6			See goal 1.
5. The student is able to record in chronological sequence the observed behavior of another person or a group (e.g., take notes, film, tape record).	I U H	P34	4 6			See goal 1.

2. Processes of inquiry and problem-solving
2.1 Acquiring information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.1.3 Observing behavior (Cont.)						
6. The student is able to use appropriate procedures to minimize his or her effect on the behavior of individuals he or she is observing.	P I U H	P65	4 6			See goal 1. Also: (V) Integrity
7. The student is able to act as a participant observer in appropriate situations.	P I U H	P65	4 6		4.3.3.2	See goal 1.
8. The student is able to design and follow schedules for periodic observations of individual or group behavior.	P I U H	P53 P65 P66	4 5 6			See goal 1.
9. The student is able to use behavioral observations at appropriate stages of exploratory or experimental research (e.g., to collect baseline data, document changes).	P I U H	P53 P65	4 5 6			See goal 1.
10. The student is able to represent changes in observed behaviors or behavioral patterns, using appropriate graphic or statistical forms (e.g., line graph, bar graph, statistical table showing increasing or decreasing frequency of given response).	P I U H	P35 P66	4 5 6		3.2.2 6.1.3.3	See goal 1.
11. The student is able to represent varying behavioral responses of individuals to a given set of conditions or stimuli, using appropriate graphic or statistical forms.	P I U H	P35 P66	5 6		3.2.2 6.1.3.3	See goal 1.

2. Processes of inquiry and problem-solving
2.1 Acquiring information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.1.3 Observing behavior (Cont.)						
12. The student is able to keep adequate records of conditions under which behavior is observed (e.g., time, setting, relevant personal information about subjects).	P I U H	P32	5 6			See goal 1.
13. The student knows that social and behavioral scientists attempt to relate the observed behavior of human beings to various conditions under which it occurs (e.g., psychological, physical, economic, sociocultural conditions).	P I U H	G1 K2 K7	3 4			See goal 1. Also: (V) Relevance (V) Comprehensiveness (V) Adequacy
14. The student knows reasons why scientists rely on data from carefully structured observations of behavior rather than on "common knowledge" or personal insights (e.g., everyday observations are heavily loaded with assumptions, expectations, cultural biases of which observer may be unaware; informal impressions may not be communicable, verifiable by others).	P I U H	K2 K7 K8	3 4			See goal 1. Also: (V) Objectivity (V) Accuracy (V) Adequacy
15. The student knows that accurate description and documentation of behavior may serve as sources or as tests of hypotheses: starting with observation, one tries to identify conditions affecting what is observed; starting with carefully controlled conditions, one observes the behavioral responses of subjects.	I U H	G2 K2 K7	3 4			See goal 1. Also: (V) Accuracy

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2.1 Acquiring information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.1.3 Observing behavior (Cont.)						
16. The student is able to use behavioral observations to generate or test hypotheses.	P I U H	P51 P53	4 6			See goal 1.
17. The student knows ways in which social and behavioral scientists use data from observations of animal behavior.	P I U H	G2 K7	3 4		4.2.2 9.3	See goal 1.
18. The student is able to observe and record animal behavior as needed for various inquiry purposes.	P I U H	P33 P53	4 6			See goal 1.

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2.1 Acquiring information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.1.4 Interviewing subjects						
1. The student knows that social and behavioral scientists use personal interviews with subjects to collect information for various kinds of research (e.g., attitude, opinion, or preference polls; individual case studies; descriptive and comparative studies of cultures, sub-cultures, groups, institutions; psychological testing; program and project evaluation).	P I U H	K2 K3	4			(V) Inquiring (V) Communicating
2. The student knows problems involved in collection of accurate and usable data from personal interviews (e.g., influence of norms, expectations and interviewer's behavior on subject's responses; difficulty of decoding double messages, ambiguous, vague or inarticulate responses; over-simplification of questions, responses to obtain statistical data).	I U H	K2 K3	4		2.7.2 3.2.2	See goal 1. Also: (V) Accuracy (V) Adequacy
3. The student knows principles, procedures and uses of various interview formats (e.g., question-and-answer, non-directive, depth, focused, informal).	I U H	K2 K3	4			See goal 1. Also: (V) Relevance
4. The student is able to select and use interview formats which are appropriate to elicit the kind of information needed at various stages of inquiry (e.g., background information, orientation to subject's frame of reference, specific responses for measurement, statistical treatment).	I U H	K2 K3 K7	8			See goal 1. Also: (V) Relevance

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2.1 Acquiring information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.1.4 Interviewing subjects (Cont.)						
5. The student knows instruments used by interviewers to structure questioning and recording of responses (e.g., checklists, outlines, questionnaires).	I U H	K2 K3	4 6			See goal 1.
6. The student is able to select or prepare appropriate instruments to structure interviews.	I U H	P47 P62	4 6			See goal 1.
7. The student is able to select and use appropriate means of recording responses of subjects interviewed (e.g., checklist, notes, film, tape recording).	I U H	P47 P62	4 6			See goal 1.
8. The student is able to use interpersonal communication strategies such as the paraphrase, perception check, and freeing response to elicit and clarify information from interview subjects.	U H	P47 P62 P74	4 6		2.7.3	See goal 1. Also: (V) Resourcefulness (V) Competence
9. The student is able to use questioning strategies effectively when interviewing subjects (e.g., phrase questions so as to provoke convergent or divergent responses as desired).	U H	P47 P62 P74	4 6			See goal 1. Also: (V) Resourcefulness (V) Competence (V) Efficiency

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.2 Validating information						
1. The student knows the location and uses of print and nonprint materials related to insuring validity and accuracy of information (e.g., Subject Guide to Books in Print: "Educational Research," "Testing," "Bibliography"; Learning Directory: "Evaluation," "Evaluation, Educational," "Source, Primary and Secondary," "Source, Information").	P I U H	K6	4 6			(V) Inquiring (V) Knowledge of resources (V) Adequacy as a basis for actio or decision (V) Discrimination (V) Objectivity
2. The student knows that "raw" information is translated into symbols, images, or enactive models in human minds.	I U H	G1 K7	3		9.2 9.4	See goal 1.
3. The student knows that humans represent information to store or share (transmit) through symbols, images, and models in various media (e.g., writing, print, art forms, film, electronic coding).	I U H	G1 K7	3		2.7	See goal 1. Also: (C) Communication
4. The student knows that a central concern of science is the systematic, thorough checking of represented information (i.e., of what we think we know).	I U H	G1 K2	3 4			See goal 1.
5. The student knows that validating information empirically (scientifically) means checking representations against the reality they are purported to represent.	I U H	G1 K2	3			See goal 1.

2. Processes of inquiry and problem-solving

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.2 Validating information (Cont.)						
6. The student knows that representations match (are congruent with) reality if they are accurate, adequate, and relevant to the real situations they purport to represent.	I U H	K9	3			See goal 1.
7. The student knows that scientific inquiry is one "way of knowing" truth, or reality, within the limitations of human capabilities.	I U H	G2 K7	3	5		See goal 1.
8. The student knows that the processes of scientific inquiry are used to check the accuracy, adequacy, and relevance of represented informations.	P I U H	G1 K7	3			See goal 1. Also: (V) Accuracy (V) Relevance
9. The student knows ways in which scientific inquiry differs from other ways of knowing (e.g., validating by test against reality, rather than by feelings, values, ideologies, authorities, intuition; precise documentation of observations, perceptions through standardized measurements and terminology).	I U H	K5	3			See goal 1.
10. The student knows that the principle of predictive validity is basic to scientific inquiry (i.e., predicted outcomes of a test or observation will only occur if the representation being tested is adequate, accurate, and relevant to the real situation).	U H	G1 K8 K9	3	5		See goal 1. Also: (V) Predictive validity

2. Processes of inquiry and problem-solving
2.2 Validating information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.2.1 Checking authoritativeness of sources						
1. The student is able to evaluate the authoritativeness of a source of information (e.g., book, film, individual communication).	P I U H	P21	4 6 9	5		(V) Judgment (V) Knowledgeability (V) Competence (V) Resourcefulness (V) Objectivity
2. The student knows ways of evaluating the authoritativeness of sources, including: (1) checking dates material was gathered, written, published; (2) checking professional reputation of author(s); (3) checking to see whether information communicated is really within the authority's area of expertise.	P I U H	K2	4 6 9	5		See goal 1.
3. The student knows that as human knowledge expands and change occurs, today's authority is sometimes tomorrow's scapegoat (i.e., knowledge considered adequate and accurate at one time may later be proved inaccurate by further research, or inadequate to represent changing conditions, etc.).	U H	G2 K4	3			See goal 1.
4. The student is able to use appropriate resources and procedures for verifying the dates, origins, etc. of historical materials (e.g., records, letters, documents) to be used in primary research.	U H	P21	6		7.1.4	See goal 1.

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2. Processes of inquiry and problem-solving
2.2 Validating information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.2.2 Checking logical consistency, accuracy						
1. The student is able to evaluate the internal consistency and accuracy of data and conclusions communicated by others or acquired through personal experience.	P I U H	P22	4 6 9	5		(V) Logic (V) Logical consistency (V) Accuracy (V) Discrimination (V) Competence
2. The student is able to identify logical inconsistencies (e.g., contradictions, incomplete sequences, unfounded inferences).	P I U H	P22	4 6 9	5		See goal 1.
3. The student is able to identify irrelevant or inappropriate applications of principles, measurements, procedures, criteria, etc.	I U H	P22	4 6 9	5	3.2.2	See goal 1.
4. The student is able to identify conflicting data, interpretations, or definitions.	P I U H	P22	4 6 9	5		See goal 1.
5. The student is able to recognize statements of facts (e.g., descriptive data acquired through observation or experimentation).	P I U H	P22	4 6 9	5		See goal 1
6. The student is able to recognize definitional statements (i.e., words or equations that specify the factors and relationships represented by a term or symbol).	P I U H	P22	4 6 9	5		See goal 1.

2. Processes of inquiry and problem-solving
2.2 Validating information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.2.2 Checking logical consistency, accuracy (Cont.)						
7. The student is able to recognize interpretative statements (e.g., hypotheses, generalizations, conclusions, theories, predictions).	P I U H	P22	4 6 9	5		See goal 1.
8. The student is able to recognize statements of opinion or belief.	P I U H	P22	4 6 9	5		See goal 1.
9. The student is able to recognize value judgments.	P I U H	P22	4 6 9	5		See goal 1.
10. The student is able to recognize literary forms in which descriptions, interpretations, definitions, etc. have artistic, rather than scientific functions (e.g., fantasy, humor, hyperbole, metaphor, etc.).	P I U H	P22 P45	4 6 9	5	3.1.1	See goal 1.
11. The student is able to distinguish between objective models and artistic analogies (e.g., analogies that aid comprehension of scientific knowledge--life as interactions within a system--vs. analogies that express feelings or values--life as a "tale told by an idiot, full of sound and fury, but signifying nothing").	P I U H	P22 P45	4 6 9	5		See goal 1.

2. Processes of inquiry and problem-solving
2.2 Validating information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.2.2 Checking logical consistency, accuracy (Cont.)						
12. The student is able to detect data, conclusions or assertions that may be distorted by personal or institutional bias (e.g., environmental impact studies intended to justify or to oppose construction of new industrial plant).	U H	P22 P45	4 6 9	5		See goal 1. Also: (V) Objectivity
13. The student is able to recognize factual conclusions or assertions which are unsupported by accompanying data or references.	I U H	P22 P45	4 6 9	5	3.1.1 3.1.3 3.1.4	See goal 1.
14. The student is able to evaluate the validity of data used to support a conclusion (e.g., currency of data; procedures used to gather, record, and interpret it; relevance of data to conclusion).	I U H	P22 P45	4 6 9	5		See goal 1.
15. The student is able to detect organizational frameworks (models, classification systems) which distort or eliminate information (e.g., things in categories which do not have commonalities represented; representations of complex information in oversimplified model; definitions used inconsistently).	U H	P22 P45	4 6 9	5		See goal 1.
16. The student is able to test accuracy of representations by personal observation or experimentation.	P I U H	P22 P53	4 6 9	5	2.1.3 2.5	See goal 1.

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2. Processes of inquiry and problem-solving
2.2 Validating information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.2.3 Checking relevance to purposes/objectives						
1. The student is able to identify the purpose or objective of an inquiry.	P I U H	P66	6			(V) Relevance (V) Discrimination (V) Competence
2. The student is able to distinguish between information which is relevant to an inquiry and that which is not.	P I U H	P23 P45	6			See goal 1.
3. The student knows factors to consider in evaluating the relevance of information, including: subject of inquiry, degree of accuracy needed, level of specificity or generality needed.	P I U H	K9	6			See goal 1.
4. The student is able to evaluate the relevance of principles, prior assumptions, or procedures being applied to a new inquiry situation.	I U H	P23	6			See goal 1.
5. The student is able to evaluate the relevance of new information to the purpose and subject of an inquiry.	I U H	P23	6			See goal 1.

2. Processes of inquiry and problem-solving
2.2 Validating information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.2.4 Checking adequacy for acting/ deciding (See also: 2.6.2 Making decisions)						
1. The student knows that valid decisions are based on adequate knowledge of the situation in question, and of oneself (e.g., one's needs, values, responses; the criteria by which one decides).	I U H	G2 K9	6 8 9	5		(V) Adequacy (V) Predictive validity (V) Competence (C) Decision-making
2. The student knows that with adequate information one may make reliable predictions about the consequences or effects of a decision.	P I U H	G2 K7	3 9	4 5		See goal 1.
3. The student knows that adequacy of information is determined by the scope of the inquiry and the accuracy with which factors are represented, not by the amount of data assembled (e.g., lots of accurate rainfall statistics do not fully represent climatic conditions).	I U H	G2 K9	3 9	5		See goal 1.
4. The student knows indicators of inadequate information or incomplete research (e.g., empty categories, confusing data, unexpected results of hypothesis test).	I U H	K9	3 9	5		See goal 1.
5. The student is able to determine the adequacy of procedures being used in an inquiry (e.g., Is this strategy efficient? Is it yielding the information I need?).	I U H	P24	3 4 9	5		See goal 1.

2. Processes of inquiry and problem-solving
2.2 Validating information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.2.4 Checking adequacy for acting/ deciding (Cont.)						
6. The student is able to evaluate the adequacy (scope, completeness) or experimental data as a basis for reaching conclusions (e.g., size and distribution of sample, time period covered, variables measured, controls used).	U H	P24	6	5	3.2.2	See goal 1.
7. The student is able to determine the adequacy of information at each stage of inquiry (information gathering, validating, organizing, interpreting, acting upon).	I U H	P24	6	5		See goal 1.
8. The student is able to evaluate the adequacy of his or her self-knowledge in making a decision (e.g., personal values, priorities, probable responses; unexamined feelings, unrecognized needs).	I U H	P24	8 9	5	1.1	See goal 1. Also: (V) Self-knowledge
9. The student is able to evaluate the adequacy of information that underlies personally held values or principles.	U H	P24	8 9	5	1.1	See goal 1.
10. The student is able to distinguish between broadly applicable value principles and the norms or conventions which express them in a particular society or group.	U H	P24 P45	8 9	5	4.3.1.2	See goal 1. Also: (V) Discrimination (V) Objectivity (V) Diversity (V) Pluralism (V) Social sensitivity (C) Norms

2. Processes of inquiry and problem-solving
2.2 Validating information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.2.4 Checking adequacy for acting/ deciding (Cont.)						
11. The student is able to evaluate the adequacy of principles or societal norms that may be referred to in making a particular decision (e.g., broad enough to apply to complex situations; specific to a different kind of situation).	U H	P24	7 8 9	5		See goal 1. Also: (V) Judgment (V) Objectivity (V) Relevance (V) Norms

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2. Processes of inquiry and problem-solving

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.3 Organizing information						
1. The student knows the location and use of print and nonprint materials related to organizing information (e.g., card catalog: "Information Storage and Retrieval Systems," "Management," "Classification"; Subject Guide to Books in Print: "Information Storage and Retrieval Systems," "Classification," "Abstracting and Indexing Services," "Coding Theory"; Learning Directory: "Computation," "Encoding Skill," "Information Processing"; periodicals: Government Information Systems, Journal of Educational Data Processing).	P I U H	K6	4 6			(V) Inquiring (V) Knowledge of resources

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2. Processes of inquiry and problem-solving
2.3 Organizing information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.3.1 Labeling, naming, numbering, coding						
1. The student is able to use accurately conventional systems and terms for labeling or naming objects, materials, categories, etc.	P I U H	P31	4 5 6			(V) Competence (V) Accuracy (V) Clarity
2. The student is able to use accurately common and scientific names.	P I U H	P31	3			See goal 1.
3. The student is able to use accurately conventional numbering systems and symbols.	P I U H	P31	4 5			See goal 1.
4. The student is able to code information according to a conventional system (e.g., computer language, key sort).	I U H	P31	4 5 6			See goal 1.
5. The student is able to devise codes or systems for personal organization, storage, and retrieval of information.	P I U H	P31	4 5 6			See goal 1.

2. Processes of inquiry and problem-solving
2.3 Organizing information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.3.2 Recording, listing						
1. The student is able to record information in a variety of ways (e.g., written notes, tape recordings, audiovisual media, video tape, etc.).	P I U H	P32	5	5		(V) Competence
2. The student is able to select and use recording systems which are appropriate to the subject, the conditions under which he or she is working, and the intended use of the information.	P I U H	P32	4	5		See goal 1.
3. The student is able to use a variety of forms for recording observational or experimental data (e.g., graphs, tables, check lists, notes).	P I U H	P32	4 5		2.1.3 2.5	See goal 1.
4. The student is able to record information accurately.	P I U H	P32	6	5		See goal 1. Also: (V) Accuracy
5. The student is able to record information clearly (e.g., legible writing; audible tape recording).	P I U H	P32	6	5		See goal 1. Also: (V) Clarity

2. Processes of inquiry and problem-solving
2.3 Organizing information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.3.3 Classifying, grouping, categorizing (See also: 2.4.5 Comparing, contrasting, discriminating)						
1. The student knows that classifying is a way of sorting and organizing information so that things which have common characteristics are represented and named together.	P I	G2 K2 K6	3 4			(V) Clarity (V) Accuracy (V) Adequacy (V) Models (V) Order (V) Competence
2. The student is able to identify similarities and differences in observable characteristics of objects.	P	P45	4 6			See goal 1.
3. The student is able to group objects according to observable similarities.	P	P33	4 6			See goal 1.
4. The student is able to categorize representations (words, pictures, symbols, statements, etc.) by similarities in form, meaning, use, or other criteria.	P I	P33	4 6			See goal 1.
5. The student is able to group or categorize objects or representations by a variety of criteria.	P I	P33	4 6			See goal 1.
6. The student knows that classification systems are based on one, two, or multiple stages of comparing and sorting.	I U H	K2	3 4			See goal 1.
7. The student is able to construct categories into which objects or information may be grouped (e.g., identify criteria, name categories).	P I U H	P33	5 6			See goal 1.

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2.3 Organizing information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.3.3 Classifying, grouping, categorizing (Cont.)						
8. The student knows meanings of the terms subcategory, subset, subgroup, etc.	P I U H	K2	3			See goal 1.
9. The student is able to classify a set of objects or representations into parallel subcategories (e.g., category: children in class; subcategories: girls, boys).	P I U H	P33	5			See goal 1.
10. The student is able to distinguish between parallel and non-parallel categories in a classification system (e.g., walkers/riders vs. walkers/singers).	P I U H	P33 P45	4 6			See goal 1.
11. The student is able to distinguish between exclusive and overlapping categories (e.g., plants/ animals vs. plants/marine organisms).	P I U H	P33 P45	4 6			See goal 1.
12. The student is able to distinguish between the various levels of specificity in a classification system (e.g., world, continent, country, state, county, city, neighborhood).	P I U H	P33 P45	4 6			See goal 1.
13. The student is able to construct a classification scheme.	I U H	P33	5 6			See goal 1.
14. The student is able to categorize information according to conventional classification schemes (e.g., outline, taxonomy, table, time line).	I U H	P33	5 6			See goal 1.

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2.3 Organizing information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.3.3 Classifying, grouping, categorizing (Cont.)						
15. The student knows the use of standardized classification systems to name or identify objects, events, ideas, etc.	I U H	K2	4 6		4.2.3.2 4.2.4.1 6.1.3.1	See goal 1. Also: (C) Language
16. The student is able to identify objects, events, etc. according to standardized classifications and terminology (e.g., labeling specimens, locating events in time or space).	I U H	P31 P33	4 6		2.3.1	See goal 1.
17. The student is able to distinguish among linear, two-dimensional, and multi-dimensional classification schemes (e.g., outline, grid, three-dimensional model).	U H	P33 P45	4 6			See goal 1.
18. The student is able to select and use classification schemes or models which are appropriate to the data being organized and to its intended use.	U H	P33	4 5 6			See goal 1. Also: (V) Relevance
19. The student is able to modify classification schemes as needed to accommodate new or complex information.	P I U H	P33 P65	4 6			See goal 1.
20. The student is able to modify classification schemes as needed to facilitate clarity and accuracy of communication.	P I U H	P33 P65	4 6 8			See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.3.4 Ordering, sequencing						
1. The student is able to order similar objects in sequence, according to differences in an observable property (e.g., by size, shades of color, pitch or intensity of sound).	P I	P34	5 6			(V) Order (V) Symbols (V) Competence
2. The student is able to order information in a chronological sequence.	P I	P34	5 6			See goal 1.
3. The student is able to order words or phrases alphabetically.	P I	P34	5 6			See goal 1.
4. The student is able to order numerical symbols in sequence.	P I	P34	5 6			See goal 1.
5. The student is able to use accurate terms for time sequences or time relationships (e.g., then, now; before, during, after).	P I	P34 P66	3		2.1.1 6.2.1	See goal 1.
6. The student is able to use specific and descriptive terms for ordinal numbers (e.g., first, second, third; last).	P I	P34 P66	3			See goal 1.
7. The student is able to represent experimental or observational data in an appropriate sequence (e.g., time line, line graph).	P I U H	P34	5		3.2.2 6.1.3.3	See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.3.5 Manipulating, arranging, transforming, computing (See also: 3.2 Mathematical skills)						
1. The student is able to use effectively static and dynamic models for a variety of inquiry purposes (e.g., globe, molecular model).	P I U H	P35 P65	3 5			(V) Competence (V) Efficiency (V) Resourcefulness
2. The student is able to select and use models appropriate to the subject and purpose of an inquiry.	P I U H	P35 P65	3 5			See goal 1.
3. The student is able to use accurately the measurement instruments needed in an inquiry.	P I U H	P35 P65	3 5		3.2.2	See goal 1. Also: (V) Accuracy
4. The student is able to use laboratory equipment effectively and safely.	P I U H	P35 P65	4 6			See goal 1.
5. The student is able to use sense extending equipment effectively and safely.	P I U H	P16 P35 P65	4 6			See goal 1.
6. The student is able to organize efficiently the materials needed for research or study (e.g., resource books, notebooks, files, study area).	P I U H	P35 P65	4 6	5		See goal 1.
7. The student is able to manipulate or arrange experimental or observational data according to an appropriate organizational scheme.	P I U H	P35	5 6			See goal 1.
8. The student is able to use conventional mathematical operations needed to organize or interpret data.	P I U H	P35 P65	6	5		See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.3.5 Manipulating, arranging, transforming, computing (Cont.)						
9. The student is able to do accurate computations based on standardized formulas, equations, etc.	I U H	P35 P65	6	5		See goal 1. Also: (V) Accuracy
10. The student is able to select and use appropriate resources and equipment to aid computation (e.g., tables, slide rules, calculators).	U H	P35 P65	6			See goal 1. Also: (V) Knowledge of resources (V) Tools
11. The student is able to translate information accurately from one form of representation to another (e.g., take notes from tape recording; translate words to numerical symbols, numerical symbols to words).	P I U H	P35	5	5		See goal 1. Also: (V) Accuracy
12. The student is able to describe observations (e.g., translate from images to words).	P I	P35 P66	5 8		2.1.3 2.7.3	See goal 1.
13. The student is able to use accurate terms, symbols, illustrations, or models to represent observations.	P I U H	P35 P65	5			See goal 1. Also: (V) Accuracy
14. The student knows differences between qualitative and quantitative description (e.g., qualitative-what's there; quantitative-how much, measured in definable units).	U H	K2 K5	3			See goal 1.
15. The student knows reasons for use of standardized units of measurement for documentation of observations (e.g., communicability, efficiency).	P I U H	K7 K8	3 4	1		See goal 1.

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2.3 Organizing information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.3.5 Manipulating, arranging, transforming, computing (Cont.)						
16. The student is able to use standardized units, terms, instruments, and procedures to document observations quantitatively.	P I U H	P35 P65	4 5 6			See goal 1.

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2.3 Organizing information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.3.6 Estimating						
1. The student knows meanings of the term "estimate" (e.g., tentative judgment; approximate determination prior to actual measurement).	I U H	K1 K2	3			(V) Resourcefulness (V) Efficiency (V) Logic (V) Competence
2. The student is able to make logical estimates based on available information.	P I U H	P36	5	4 5		See goal 1.
3. The student is able to revise or adjust estimates.	I U H	P36	6	4 5		See goal 1.
4. The student is able to distinguish between estimates and predictions (e.g., estimates are relatively rough approximations; predictions are based on accurate systematic processing of valid data, mathematical projection, etc.).	I U H	P36 P45	3	5		See goal 1.
5. The student is able to estimate lengths of time.	P I U H	P36	3	5		See goal 1.
6. The student is able to estimate distances.	P I U H	P36	3	5		See goal 1.
7. The student knows ways in which logical estimations can add to the efficiency of one's research strategies (e.g., estimating location of book, rather than following sequence from beginning).	P I U H	K7 K8	4	1		See goal 1.

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2. Processes of inquiry and problem-solving
2.3 Organizing information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.3.6 Estimating (Cont.)						
8. The student is able to estimate the location of a desired item in a sequentially arranged collection.	P I U H	P36	3 4	5		See goal 1.
9. The student is able to estimate outcomes or consequences of a decision or action.	P I U H	P36	3 4 9	5	1.1.1 1.1.3 2.5	See goal 1.
10. The student is able to estimate results of calculations.	P I U H	P36	3 4	5	3.2	See goal 1.

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2.3 Organizing information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.3.7 Summarizing, abstracting						
1. The student is able to abstract from resource materials the information relevant to the purpose or subject of an inquiry.	P I U H	P37	5 6	5	2.1.2 3.1.1 3.1.4	(V) Competence (V) Order (V) Efficiency
2. The student is able to identify topic sentences, key words, etc., as an aid to abstracting or summarizing information.	P I U H	P37	5 6			See goal 1.
3. The student is able to abstract needed information from experimental or observational data.	P I U H	P37	5 6			See goal 1.
4. The student is able to summarize information from several sources.	P I U H	P37	5 6	5		See goal 1.
5. The student is able to summarize information contained in experimental or observational data.	P I U H	P37	5 6			See goal 1.
6. The student is able to construct logical and coherent summaries.	P I U H	P37	5 6		3.1.2	See goal 1.
7. The student is able to annotate summaries as needed to document sources of information (e.g., footnotes, bibliographic notes).	I U H	P37	4 5		3.1.2 7.1.4	See goal 1.
8. The student is able to select and use conventional forms, materials, and procedures useful for storing and retrieving summarized or abstracted information (e.g., index cards, notebooks, tapes).	I U H	P37	4 5			See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.4 Interpreting information						
1. The student knows the location and use of print and nonprint materials related to interpreting information (e.g., Subject Guide to Books in Print: "Decision Making," "Testing," "Inference-Logic," "Interpolation"; Reader's Guide: "Measurement"; Learning Directory: "Interpretation Skills," "Interpolation," "Decoding," "Discrimination").	P I U H	K6	4 6			(V) Inquiring (V) Knowledge of resources

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2. Processes of inquiry and problem-solving
2.4 Interpreting information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.4.1 Decoding symbols (See also: 3. Basic education and social science)						
1. The student is able to decode accurate information from written or printed words.	P I U H	P41	5	5	3.1.1	(V) Literacy (V) Competence (V) Self-reliance (V) Symbols
2. The student is able to decode accurate information from written or printed numerical symbols.	P I U H	P41	5	5	3.2	See goal 1.
3. The student is able to decode accurate information from written or printed scientific or algebraic notation.	I U H	P41	4 5	5	3.2	See goal 1.
4. The student is able to decode accurate information from graphic representations such as maps, graphs, charts, etc.	P I U H	P41	4 5	5	3.2.2 6.1.3	See goal 1.
5. The student is able to decode accurate information from three-dimensional models.	P I U H	P41	4 5	5	6.1.3.4	See goal 1.
6. The student is able to decode accurate information from imagerial representations (e.g., pictures, illustrations, films).	P I U H	P41	4 5	5	3.1.4	See goal 1.
7. The student is able to decode accurate information from spoken words.	P I U H	P41	4 5	5	2.7.3 3.1.3 3.1.4	See goal 1.

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2.4 Interpreting information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.4.1 Decoding symbols (Cont.)						
8. The student is able to decode accurate information from behavior (e.g., gestures, actions, expressions).	P I U H	P41	4 5	5	2.7.3 3.1.4	See goal 1.
9. The student is able to decode accurate information from electronic representations (e.g., computer, spectroscope, telegraph).	U H	P41	4 5	5		See goal 1.

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2. Processes of inquiry and problem-solving
2.4 Interpreting information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.4.2 Inferring, interpolating, extrapolating						
1. The student is able to draw logical inferences from observations or representations.	P I U H	P42	4 6	5		(V) Competence (V) Logic (V) Judgment
2. The student is able to draw inferences that account for all factors in a situation.	P I U H	P42	4 6	5		See goal 1.
3. The student is able to distinguish among inference, prediction, and hypothesis.	U H	P42 P45	4 6			See goal 1.
4. The student is able to infer sequences of events from illustrations or descriptive data.	P I	P42	4 6			See goal 1. Also: (C) Continuity
5. The student is able to infer possible causes of an observed or represented effect.	P I U H	P42	4 6	5		See goal 1. Also: (C) Causality
6. The student is able to infer possible effects of an observed or represented phenomenon.	P I U H	P42	4 6	5		See goal 1. Also: (C) Causality
7. The student is able to distinguish between logical and illogical inferences.	P I U H	P42 P45	4 6	5		See goal 1.
8. The student is able to distinguish between the possible and the likely in a particular situation.	P I U H	P42 P45	4 6	5		See goal 1. Also: (C) Causality

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2. Processes of inquiry and problem-solving
2.4 Interpreting information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.4.2 Inferring, interpolating, extrapolating (Cont.)						
9. The student knows that interpolation and extrapolation involve the inferring and projection of trends sequentially from organized data.	U H	K2	4			See goal 1.
10. The student is able to distinguish between interpolation and extrapolation.	U H	P42 P45	4			See goal 1.
11. The student is able to construct accurate interpolations of observational or experimental data.	U H	P42	5 6			See goal 1.
12. The student is able to construct accurate extrapolations of observational or experimental data.	U H	P42	5 6			See goal 1.
13. The student is able to select and use appropriate conventional aids to accurate interpolation or extrapolation of data (e.g., calculators, slide rules, reference tables, computers).	H	P42 P65	6		3.2.1	See goal 1. Also: (V) Tools
14. The student is able to calculate mathematical probabilities.	H	P42	5 6		3.2.2	See goal 1.

2. Processes of inquiry and problem-solving
2.4 Interpreting information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.4.3 Analyzing						
1. The student knows that analysis is the study of a whole by systematic examination of its parts and the relationships among them.	I U H	K1 K2	4			(V) Competence (V) Inquiring (V) Objectivity (V) Insight
2. The student knows that scientists, scholars, philosophers, etc. use various models or systems to analyze the subjects of their inquiries.	I U H	K2 K7	4	1		See goal 1.
3. The student is able to identify constituent parts of a whole.	I U H	P43	4 6			See goal 1.
4. The student is able to use a conventional model or system as a basis for analysis of objects, materials, events, etc.	I U H	P43	4 6			See goal 1.
5. The student is able to use accurate terms for analytical systems, models, or procedures (e.g., quantitative, qualitative; static, dynamic; system analysis; statistical analysis; chemical analysis; linguistic analysis).	U H	P43 P65	5			See goal 1.
6. The student is able to select and use criteria appropriate to the subject and purpose of an analysis.	U H	P33 P43 P65	5			See goal 1. Also: (V) Relevance
7. The student knows procedures involved in analysis of data (e.g., organizing, relating, comparing, interpolating, extrapolating).	U H	K2	4		3.2.2	See goal 1.

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2. Processes of inquiry and problem-solving
2.4 Interpreting information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.4.3 Analyzing (Cont.)						
8. The student is able to analyze experimental or observational data according to selected or specified procedures and criteria.	U H	P43 P65	6		3.2.2	See goal 1.
9. The student is able to select and use effectively technological aids to analysis (e.g., lab equipment, data processing equipment, measurement instruments, dynamic models).	U H	P33 P43 P65	5 6			See goal 1.
10. The student is able to analyze observed or represented interactions within a system.	P I U H	P43	5 6			See goal 1.
11. The student is able to analyze distributions of factors in a system.	I U H	P43	4 5		3.2.2	See goal 1.
12. The student is able to analyze trends or sequences.	I U H	P42 P43	3 6			See goal 1.
13. The student is able to analyze statements of ideas.	I U H	P43	3 6			See goal 1.

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2. Processes of inquiry and problem-solving
2.4 Interpreting information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.4.4 Associating, relating, equating (See also: 3.2.2 Measurement and statistical skills)						
1. The student is able to relate causes and effects (or actions, outcomes, and consequences) accurately and adequately for a situation.	P I U H	P44	4 6			(V) Inquiring (V) Relevance (V) Accuracy (V) Competence (V) Logic (V) Insight
2. The student is able to relate defined concepts accurately and adequately (e.g., structure/function; energy/entropy; space/time).	I U H	P44	3			See goal 1.
3. The student is able to relate terms or symbols accurately to their formally or popularly-defined referrents.	P I U H	P41 P44	5		3.1.1	See goal 1.
4. The student is able to associate or relate accurately data about real factors in a situation.	P I U H	P44	5			See goal 1.
5. The student is able to relate, associate, and equate data about a situation represented in different forms (e.g., picture with written description; verbal definition with equation).	P I U H	P44	5			See goal 1.
6. The student is able to relate accurately data from various sources.	P I U H	P44	5			See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.4.4 Associating, relating, equating (Cont.)						
7. The student is able to associate or relate extensions of representations with their bases and their implications (e.g., hypotheses, predictions, extrapolations; theoretical mathematics, statistics, literary or artistic fantasy).	U H	P44	5 6			See goal 1.
8. The student is able to use conventional operations and procedures to accurately relate, associate, and equate information (e.g., mathematics, experimentation, logic, analytic models).	I U H	P44	5 6			See goal 1.
9. The student is able to relate principles, definitions, concepts, or theories to appropriate examples or analogies.	P I U H	P44	6			See goal 1.
10. The student is able to relate information about situations to appropriate criteria for acting or deciding.	I U H	P44	6		1.1 2.2.4 2.6.2	See goal 1.
11. The student is able to associate or equate accurately personal observations or perceptions with the observations or perceptions communicated by others (e.g., recognize common feelings, impressions, ideas; recognize reasons for differences in reported observations, feelings, impressions).	P I U H	P44	6	2 5		See goal 1. Also: (V) Empathy (V) Objectivity (C) Communication

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2. Processes of inquiry and problem-solving
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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.4.4 Associating, relating, equating (Cont.)						
12. The student is able to associate knowledge from various disciplines to related aspects of his or her own self-knowledge (e.g., use principles, models, terms as basis for examining and interpreting personal needs, values, responses, abilities, limitations).	I U H	P44	6	2 5		See goal 1. Also: (V) Self-knowledge (V) Personal growth and development

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2.4 Interpreting information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.4.5 Comparing, contrasting, discriminating						
1. The student knows that selectivity occurs consciously and unconsciously in human information processing.	I U H	G1 K3	4	2	9.2	(V) Inquiring (V) Discrimination (V) Competence (V) Insight
2. The student knows that selectivity which operates on the conscious level involves processes of comparing, contrasting, and discriminating.	I U H	G2 K7	4			See goal 1.
3. The student knows ways of refining the accuracy and usefulness of one's comparisons and discriminations (e.g., measurement, documentation; use of accurate comparative terms, problem-solving procedures).	I U H	K2 K7	4	5		See goal 1. Also: (V) Self-reliance (V) Resourcefulness
4. The student knows that comparing, contrasting, and discriminating are key processes at all stages of inquiry or problem-solving (e.g., acquiring, evaluating, organizing, interpreting, and applying information; deciding, acting, communicating).	I U H	G2 K7	4			See goal 1. Also: (V) Problem-solving

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.4.5 Comparing, contrasting, discriminating (Cont.)						
5. The student knows purposes of conscious, objective comparisons, including: a) to detect or measure differences between or among similar things; b) to detect or measure changes between earlier and later observations of the same subject, item, or situation.	P I U H	K2 K7	3 4	5		See goal 1. Also: (C) Differences/ differentiation (C) Change
6. The student knows that sensible conclusions about "differences" must refer to comparable items (i.e., items that can be named as a class), and to the same characteristic(s) of those items (e.g., size of one object vs. size of another, not size of one vs. color of the other; behavior vs. behavior, not behavior vs. norm).	P I U H	G1 K2 K9	4 5 6 7 8 9	5	2.5.3 3.2.2 4.3.3.3 8.2.3	See goal 1. Also: (C) Differences/ differentiation
7. The student knows requirements for valid, useful comparison of earlier with later characteristics of a situation, person, or other item (e.g., adequacy, comparability of data from "then and now," "before and after" -- earlier and later observations).	P I U H	K2 K9	4 5 6 7 8 9	5	2.5.3 3.2.2	See goal 1. Also: (C) Change
8. The student is able to compare physical properties of objects.	P I U H	P45	4 6			See goal 1.
9. The student is able to represent comparisons in a variety of forms (e.g., verbal description, illustration, measurement unit).	P I U H	P45 P66	5			See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.4.5 Comparing, contrasting, discriminating (Cont.)						
10. The student is able to use comparative terms (e.g., greater than, less than; larger than, smaller than; older than, newer than).	P I	P45 P65	6			See goal 1.
11. The student is able to identify similarities and differences in objects, representations, concepts, etc.	P I	P33 P45	6		2.3.3	See goal 1.
12. The student is able to use conventional systems for documenting or quantifying comparisons (e.g., standardized measurements, classifications, vocabulary).	P I U H	P45	6	5	3.1 3.2	See goal 1.
13. The student is able to make logical distinctions.	P I U H	P45	6	5		See goal 1.
14. The student is able to compare or contrast comparable experimental or observational data from several sources holding constant the selection principle or frame of reference.	P I U H	P45	5			See goal 1.
15. The student is able to compare predictions with outcomes.	P I U H	P45	5	5		See goal 1.
16. The student is able to compare prior assumptions with new information about a given situation.	P I U H	P45	5 6	2		See goal 1.
17. The student is able to distinguish between representations which meet selected or given criteria and those which do not.	P I U H	P45	6	5		See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.4.5 Comparing, contrasting, discriminating (Cont.)						
18. The student is able to compare theories, models, or frames of reference.	I U H	P45	4 6	5		See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.4.6 Synthesizing						
1. The student knows that synthesis is the process of building a new whole out of separate parts.	I U H	K2	3			(V) Problem-solving (V) Models (V) Ingenuity
2. The student is able to synthesize a representation of a whole from experimental or observational data about its parts or factors.	I U H	P46	3 6			See goal 1.
3. The student is able to discover new information from reorganization of data about related factors (e.g., relating, synthesizing).	I U H	P46	3 6	5		See goal 1. Also: (C) Invention/ Innovation
4. The student is able to use mathematical operations accurately for synthesizing a multi-dimensional measurement from single-dimension measurements (e.g., determine volume from linear measurements; calculate scalar quantities).	P I U H	P46	3 6		3.2	See goal 1.
5. The student is able to select and use standard forms and operations which are appropriate to the subject and purpose of a synthesis.	U H	P46	3 6			See goal 1.
6. The student is able to use personal ingenuity in synthesizing a representation from varied data.	I U H	P46	6			See goal 1.
7. The student is able to synthesize information into representations which are accurate, adequate, and relevant to the reality they represent.	P I U H	P46	6			See goal 1. Also: (V) Accuracy (V) Adequacy (V) Relevance

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.4.6 Synthesizing (Cont.)						
8. The student knows that synthesizing is a key process in the formation of generalizations, conclusions, hypotheses, decisions, etc.	I U H	K7	4			See goal 1.
9. The student is able to synthesize information about a situation and about oneself for problem solution or decision making.	I U H	P46	4 6		1.1 2.6	See goal 1.
10. The student knows relationships between analysis and synthesis as processes of inquiry.	U H	K10	4			See goal 1.

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2.4 Interpreting information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.4.7 Testing against standards or criteria						
1. The student knows meanings of the term "criteria" (e.g., standards, principles, indicators).	P I U H	K1 K2	3			(V) Inquiring (V) Problem-solving (V) Discrimination (V) Competence
2. The student knows that humans use criteria at all levels of information processing (e.g., unconscious selectivity in perception, response, retention of information; conscious selectivity in organizing, evaluating, interpreting, acting on information).	I U H	G2 K7	3			See goal 1.
3. The student knows that criteria vary in levels of generality or specificity (e.g., levels of classification scheme; concept of accuracy vs. specification of tolerances for particular measurements).	I U H	G2 K5	3			See goal 1.
4. The student is able to use effectively standardized or conventional criteria for organizing and interpreting information (e.g., classifying, measuring, analyzing, discriminating).	P I U H	P47	4 6			See goal 1.
5. The student is able to test the validity of experimental or observational data against specified criteria.	P I U H	P47	4 6		2.5.3	See goal 1.
6. The student is able to determine criteria by which the accuracy of personal observations may be tested.	P I U H	P47	4 6			See goal 1. Also: (V) Accuracy

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.4.7 Testing against standards or criteria (Cont.)						
7. The student is able to test the accuracy of personal observations against selected criteria.	P I U H	P47	6			See goal 1. Also: (V) Accuracy
8. The student knows that value principles function as criteria for human decisions and choices.	I U H	G2 K7	3		1.1 2.6.2 5.1.1 5.4.1.1	See goal 1. Also: (C) Choice (C) Decision-making
9. The student is able to select and use value principles which are appropriate to the situation in which a decision or choice is made.	I U H	P33	4 6 8 9	4 5	1.1 2.2.4	See goal 1. Also: (V) Relevance (V) Adequacy
10. The student is able to test alternative choices, judgments or decisions against personally selected criteria.	I U H	P47	6 8 9	4 5		See goal 1. Also: (V) Judgment
11. The student is able to state the criteria by which he or she is testing information.	P I U H	P47 P66	6			See goal 1.
12. The student is able to select and use appropriate conventional methods, materials, and instruments for testing representations against stated criteria.	I U H	P47 P65	4 6			See goal 1. Also: (V) Relevance

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.4.8 Generalizing						
1. The student knows that generalizations are abstractions; statements about relationships between or among concepts or represented factors.	I U H	K2	3			(V) Symbols (V) Logic
2. The student knows various kinds of generalizations, including scientific laws, principles, value judgments, conclusions.	I U H	K5	3			
3. The student is able to formulate logical generalizations from experimental or observational data.	I U H	P48	4 6			(V) Logical consistency
4. The student is able to draw accurate, relevant conclusions about relationships within a situation.	P I U H	P48	4 6			(V) Accuracy (V) Relevance (V) Competence
5. The student knows that the process of deriving a generalization from interpretations of information is called induction (e.g., inductive logic, inductive reasoning).	H	K2	3			(V) Logic
6. The student knows that the process of applying generalizations to the interpretation of information is called deduction (e.g., deductive reasoning, deductive logic).	H	K2	3			(V) Logic
7. The student is able to apply generalizations which are appropriate to the subject and purpose of a deductive inquiry.	H	P48	3 6			(V) Relevance (V) Judgment (V) Logic (V) Competence

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.4.8 Generalizing (Cont.)						
8. The student is able to formulate logical generalizations or conclusions from extensions of representations (e.g., extrepolated statistics, higher mathematics, theoretical models).	H	P48	3 6		2.5.2	(V) Logic (V) Models (V) Tools (V) Competence
9. The student knows ways in which generalizing relates to other inquiry processes (e.g., abstracting, summarizing, inferring, associating, synthesizing, hypothesizing).	H	K10	3 6			(V) Insight
10. The student is able to state tentative generalizations (i.e., hypotheses) to be tested in a particular inquiry.	P I U H	P48	6		2.5.2	(V) Competence
11. The student is able to withhold judgments or conclusions until adequate information has been validated.	P I U H	P63	6			(V) Self-discipline (V) Predictive validity (V) Objectivity (V) Adequacy

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2.5 Using information to produce new information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.5.1 Theorizing, predicting						
1. The student knows meanings of the term "theory" (e.g., a proposed explanation, consisting of an integrated set of definitions, assumptions, and general propositions about a class of phenomena).	I U H	K1 K2	3			(V) Logic (V) Models (V) Inquiring (V) Problem-solving (V) Knowledgeability
2. The student is able to develop logical propositions to explain observed phenomena.	P I U H	P51	4 6			See goal 1.
3. The student is able to develop logical propositions to reconcile or explain inconsistent or conflicting information about a class of phenomena.	P I U H	P51	4 6			See goal 1.
4. The student is able to specify meanings of the terms and symbols used within personally-developed propositions or theories.	I U H	P51	3			See goal 1. Also: (V) Clarity
5. The student is able to use terms and symbols consistently within a personally developed proposition or theory.	I U H	P51	3 6			See goal 1. Also: (V) Logical consistency
6. The student is able to specify the assumptions (scientific laws, principles, postulates) which are integral to a personally-developed theory or proposition.	U H	P51	4 6			See goal 1. Also: (V) Clarity

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.5.1 Theorizing, predicting (Cont.)						
7. The student knows that phenomena and their proposed interrelationships are often represented in models of various kinds (e.g., graphic, concrete, static, dynamic).	U H	G2 K3	3 4			See goal 1.
8. The student knows purposes served by theoretical models (e.g., organizing, clarifying, extending concepts; illustrating for communication).	U H	G2 K3	3 4			See goal 1. Also: (V) Communicating
9. The student is able to develop a theoretical model.	U H	P51	4 6			See goal 1.
10. The student knows that a scientific theory is one that can be tested empirically (e.g., covers phenomena that can be observed or manipulated, specifically defined, identified, measured).	I U H	G1 K9	3 4		2.2	See goal 1.
11. The student knows that a theory or proposition is "proven" scientifically by its predictive validity, i.e., its adequacy as a basis for consistently accurate prediction.	U H	G1 K9	3 4			See goal 1. Also: (V) Predictive validity
12. The student knows that a prediction is a logical expectation (forecast, projection) about what will occur or be found in a situation.	P I U H	K2	3 4			See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.5.1 Theorizing, predicting (Cont.)						
13. The student knows that predictions are based on regularities already observed whether specifically stated (as in scientific theory) or informally assumed.	P I U H	G2 K2	4			See goal 1. Also: (V) Order (Regularity)
14. The student is able to make logical predictions based on personal experience, observation, and interpretations.	P I	P51	4 6			See goal 1. Also: (V) Competence
15. The student is able to make logical predictions based on a scientific theory or proposition.	I U H	P51	4 6			See goal 1. Also: (V) Competence
16. The student knows that a scientific theory never becomes a finished product (modifications, refinements continue as test results are compiled, new questions raised, new technology and methods developed to answer them, etc.).	I U H	G1 K2 K4	4 6			See goal 1. Also: (V) Cultural knowledge (V) Cultural tools (V) Complexity

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.5.2 Formulating hypotheses (See also: 2.4.8 Generalizing)						
1. The student knows meanings of the term "hypothesis" (e.g., in general usage, an idea that might be true; in scientific methodology, a statement which logically reconciles observations with postulates, intended to be tested empirically).	I U H	K1 K2	3			(V) Logic (V) Models (V) Inquiring (V) Problem-solving (V) Knowledgeability
2. The student is able to develop a hypothesis inductively (e.g., propose relationship(s) which would logically account for effects that have been observed).	I U H	P52	3 4 6			See goal 1. Also: (V) Competence
3. The student is able to deduce a hypothesis from theory, theoretical principles or propositions (e.g., determine situation to which proposition would apply, predict effects which if observed would validate proposition).	U H	P52	3 4 6			See goal 1. Also: (V) Competence
4. The student knows ways in which intuition and creativity contribute to the development of hypotheses (e.g., educated guesses, hunches, flashes of insight, inspiration).	I U H	K7	3 4 6			See goal 1. Also: (V) Creativity (V) Insight
5. The student is able to relate a personally developed hypothesis to the observations and assumptions on which it is based.	U H	P44 P52	3 4 6			See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.5.2 Formulating hypotheses (Cont.)						
6. The student knows that a testable hypothesis is one which may be substantiated empirically (e.g., through observation, experimentation, measurement, statistical procedures).	U H	G2 K9	4		2.2	See goal 1.
7. The student knows criteria for a testable hypothesis (e.g., variables can be identified, observed or controlled, measured with tools available; conditions specified can be obtained; observed effects can be documented in communicable form; test can be replicated by others).	U H	K9	4		2.2	See goal 1.
8. The student is able to determine whether or not a hypothesis is testable within existing constraints.	U H	P23	4 6			See goal 1.
9. The student is able to formulate a testable hypothesis.	U H	P52	4 6			See goal 1.
10. The student knows that as research technology and methods improve, historic hypotheses--both scientific and philosophical--become testable.	U H	G2 K4 K8	4			See goal 1. Also: (V) Tools (V) Progress
11. The student is able to state a hypothesis in a conventional form (e.g., If _____, then _____, given _____.)	U H	P52 P66	6			See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.5.3 Testing hypotheses						
1. The student knows that ideally a hypothesis test yields: (1) evidence for the hypothesis; (2) evidence of what was wrong with the hypothesis, or how it could be revised; (3) evidence of what was wrong with the test itself.	I U H	G2 K5	3 4			(V) Logic (V) Models (V) Inquiring (V) Problem-solving (V) Knowledgeability (V) Research
2. The student knows factors which determine how a hypothesis will be tested, including: (1) variables and conditions specified in the hypothesis; (2) resources available; (3) knowledge, skills, and ingenuity of the tester.	I U H	K8 K9	3 4			See goal 1.
3. The student knows that hypothesis tests usually take the forms of experiments or observations.	P I U H	G2 K3	3 4			See goal 1.
4. The student knows differences between an experiment and an observation (e.g., experiment: tester constructs a situation or manipulates an existing one, documents changes; observation: tester finds existing situation, documents without deliberately changing).	P I U H	K5	3 4			See goal 1.
5. The student knows that observations are used within experiments (e.g., to collect baseline data in existing situation before change is induced).	P I U H	K7	3 4			See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.5.3 Testing hypotheses (Cont.)						
6. The student knows reasons why an observer tries not to interfere with or influence the things being observed (e.g., so you can see what happens naturally).	P I U H	K8	4		2.1.3	See goal 1.
7. The student is able to select appropriate instruments and procedures to guide a systematic observation (e.g., checklist, time schedule).	P I U H	P33 P53	6			See goal 1.
8. The student is able to carry out an observation to test a hypothesis (e.g., field study, behavioral observation).	P I U H	P53	4 6			See goal 1.
9. The student is able to use appropriate instruments and procedures to document observations (e.g., recording equipment, measurement tools and techniques).	P I U H	P32 P53	6			See goal 1.
10. The student is able to carry out a simple experiment.	P I	P53	6			See goal 1.
11. The student knows reasons for experimental controls (e.g., so changes are due to things you've done purposely according to hypothesis; so you can adequately document causes and effects, changes).	P I U H	K8	4		3.2.2	See goal 1. Also: (V) Accuracy (V) Adequacy (V) Comprehensiveness (V) Predictive validity

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.5.3 Testing hypotheses (Cont.)						
12. The student knows standard experimental control procedures and devices (e.g., use of baseline data against which to measure change; use of matching test and control samples; statistical procedures for data interpretation).	I U H	K2 K7	4 5		3.2.2	See goal 1.
13. The student is able to select or devise appropriate experimental procedures to use in testing a hypothesis.	I U H	P33	4 5 6			See goal 1.
14. The student is able to design an experiment to test a hypothesis (e.g., determine subjects, procedures, instruments, facilities, materials; plan schedule, system for measuring, interpreting data).	I U H	P53	4 5 6			See goal 1. Also: (V) Ingenuity
15. The student is able to conduct an experiment of his or her own design.	P I U H	P53	4 6			See goal 1.
16. The student is able to interpret experimental and observational data according to appropriate principles and procedures.	I U H	P47 P63	4 5 6			See goal 1.
17. The student is able to evaluate test findings (e.g., compare findings with prediction; determine whether they support hypothesis, direct its revision, or indicate need for further testing).	P I U H	P47 P54	4 6 9			See goal 1. Also: (V) Judgment

2. Processes of inquiry and problem-solving
2.5 Using information to produce new information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Education Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.5.3 Testing Hypotheses (Cont.)						
18. The student is able to test effectively a personally developed hypothesis (e.g., state hypothesis, design and conduct test, analyze data, evaluate findings).	I U H	P53	4 6			See goal 1. Also: (V) Self-direction (V) Self-fulfillmen
19. The student is able to duplicate a hypothesis test (e.g., repeat to confirm findings; demonstrate test of classic hypothesis; follow directions from manual or text).	P I U H	P53	5 6			See goal 1.
20. The student is able to use accurately the conventional vocabulary of scientific experimentation (e.g., variable, control, constraint, error).	I U H	P41 P66 P74	3 4 5 6		3.2.2	See goal 1. Also: (V) Communicating (V) Competence

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2. Processes of inquiry and problem-solving
2.5 Using information to produce new information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.5.4 Revising hypotheses						
1. The student is able to use logical principles in revising a hypothesis (e.g., prior to testing, to improve logical consistency, adequacy; after testing, to accommodate new information).	P I U H	P54	4 8 9			(V) Logic (V) Models (V) Problem-solving (V) Knowledgeability (V) Relevance
2. The student is able to recognize test findings which indicate that a hypothesis should be revised (e.g., unexpected results of carefully controlled test).	P I U H	P54	4 8 9			See goal 1. Also: (V) Discrimination (V) Insight
3. The student is able to use information yielded by a hypothesis test as a basis for revising a hypothesis.	P I U H	P54	4 8 9			See goal 1. Also: (V) Resourcefulness

2. Processes of inquiry and problem-solving
2.6 Acting on the basis of information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.6.1 Reacting						
1. The student knows that psychomotor reactions may be instinctive (e.g., blinking) or conditioned to occur as quick, seemingly automatic responses to particular cues	I U H	K5 K7	3		9.2 9 3.4 9.4.5 9.4.6	(V) Self-knowledge
2. The student knows situations in which quick, reliable psychomotor reactions are needed (e.g., emergencies, team sports, performing arts).	P I U H	K6 K7	3			(V) Self-knowledge
3. The student knows ways in which reaction patterns may be conditioned to occur quickly and reliably (e.g., practicing movements in real or simulated situations; repetition, re-inforcement).	P I U H	K7	3			(V) Self-knowledge (V) Self-direction
4. The student is able to identify appropriate psychomotor reactions to particular cues or sets of cues (e.g., fire bell, fly ball coming toward you, obstacle in path of your vehicle, director's signal).	P I U H	P44 P61	6			(V) Security (V) Responsibleness (V) Personal growth and development
5. The student is able to use appropriate means for conditioning his or her psychomotor reactions to particular cues or sets of cues.	P I U H	P61	12		9.4.5 9.4.6	(V) Self-discipline (V) Self-direction
6. The student is able to develop appropriate timing of psychomotor reactions (e.g., shorten reaction time for emergency responses; allow proper interval between cue and entrance when performing).	P I U H	P61	12			(V) Self-discipline (V) Self-direction (V) Craftsmanship

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2. Processes of inquiry and problem-solving
2.6 Acting on the basis of information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.6.1 Reacting (Cont.)						
7. The student knows that feelings or emotions may be considered internal reactions to information.	I U H	K2	3		2.1.1 9.4.4	(V) Self-knowledge
8. The student is able to analyze his or her emotional reactions to various situations (e.g., name feelings, identify cues to which he or she is reacting).	P I U H	P45			1.1 2.7.3 9.4.4	(V) Self-knowledge
9. The student is able to evaluate the relevance and appropriateness of his or her emotional reactions (e.g., Did I react to what happened or to what I expected to happen? Did my reaction help or hinder me in coping effectively with the situation? How do I wish I'd reacted?).	P I U H	P47 P61	12		1.1 2.7.2	(V) Self-knowledge (V) Openness (V) Personal growth and development
10. The student is able to express emotional reactions in appropriate and personally satisfying ways (e.g., physical activity, artistic expression).	P I U H	P61	12			(V) Sensitivity (V) Self-expression (V) Self-fulfillment (V) Adaptability-flexibility
11. The student is able to describe emotional reactions as needed to clarify interpersonal communications.	P I U H	P61 P66	12		2.7.3	(V) Clarity (V) Communicating (V) Problem-solving

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2. Processes of inquiry and problem-solving
2.6 Acting on the basis of information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.6.2 Making decisions (See also: 2.2.4 Checking adequacy for acting/deciding; 8.4.2 Decision-making)						
1. The student knows characteristics of effective decisions (e.g., based on adequate, accurate, relevant information; relevant values used as standards; predictive validity; outcome meets needs to which decision was addressed).	I U H	K3	3	4 5		(V) Planning (V) Adequacy (V) Accuracy (V) Relevance (V) Predictive validity (V) Problem-solving (C) Decision-making
2. The student knows ways in which decisions resemble hypotheses (e.g., both direct future actions; both are based on expectations of what will occur under certain circumstances).	I U H	K5	3	4 5		(V) Knowledgeabilit (V) Insight
3. The student knows conventional procedures for arriving at rational and informed decisions (e.g., determine options, alternatives; predict outcomes; determine desirability of alternative outcomes; select alternative).	I U H	K2 K7	6 9	5	5.4.1	See goal 1. Also: (V) Knowledgeabilit (V) Models
4. The student is able to identify conditions and constraints within which a personal decision is to be made (e.g., problem or objective, resources available, time constraints, situational norms, people and things to be affected by one's decision).	P I U H	P62	6 9			See goal 1. Also: (V) Knowledgeabilit (V) Responsibleness (V) Rationality
5. The student is able to identify existing options or alternatives for personal decisions.	P I U H	P62	6 9			See goal 1. Also: (V) Resourcefulness (V) Initiative

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2. Processes of inquiry and problem-solving
2.6 Acting on the basis of information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.6.2 Making decisions (Cont.)						
6. The student is able to generate workable alternatives for personal decisions (e.g., plan short- or long-range courses of action).	P I U H	P62	9			See goal 1. Also: (V) Creativity (V) Resourcefulness (V) Self-reliance
7. The student is able to predict logical outcomes of alternatives being considered for a personal decision (e.g., what is likely to occur if x course is followed; effects on self and others).	P I U H	P62	9			See goal 1. Also: (V) Insight (V) Responsibleness
8. The student is able to clarify personal values related to a decision making situation (e.g., values by which possible outcomes are judged desirable or undesirable; values which would be expressed by various courses of action).	P I U H	P62	9		1.1	See goal 1. Also: (V) Self-knowledge (V) Self-direction
9. The student is able to evaluate personal alternatives according to relevant criteria (e.g., practicality, efficiency, relevance to purpose or objective, desirability of predicted outcome).	P I U H	P62	9		5.4.1.1 5.4.2.2	See goal 1. Also: (V) Resourcefulness (V) Self-reliance (V) Self-direction
10. The student knows common causes of difficulty, confusion, frustration, etc. in arriving at a decision (e.g., conflicting personal values, inadequate information for making predictions, indeterminate goals or objectives).	P I U H	K8	9		9.6.3	(V) Self-knowledge (V) Insight

2. Processes of inquiry and problem-solving
2.6 Acting on the basis of information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.6.2 Making decisions (Cont.)						
11. The student is able to employ problem-solving strategies or models when making personally difficult decisions (e.g., conflict resolution force field analysis, logical analysis).	I U H	P62 P63	6 9			(V) Problem-solving (V) Models
12. The student is able to prioritize alternatives according to various criteria (e.g., ease of execution, economy, efficiency, short-term value, long-term value to self and others).	I U H	P62	6 9			See goal 1.
13. The student is able to revise alternatives as needed to accommodate new information or maximize the effectiveness of a decision.	P I U H	P54 P62	6 9			(V) Adaptability
14. The student is able to make decisions (i.e., select alternative) after thoughtful consideration of options, predicted outcomes, and implications for self and others affected by the decision.	P I U H	P62	6 9			See goal 1. Also: (V) Judgment (V) Responsibleness
15. The student is able to make effective decisions for long-range personal planning.	I U H	P62	9			(V) Planning (V) Personal growth and development (V) Self-direction
16. The student is able to make rational and informed decisions about public issues (e.g., ballot measures, courses of political or social action).	I U H	P62	7 9 10			(V) Social responsibility (V) Democratic process (V) Participating (V) Rationality

2. Processes of inquiry and problem-solving
2.6 Acting on the basis of information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.6.2 Making decisions (Cont.)						
17. The student is able to make rational and informed decisions among candidates for political office.	I U H	P62	9		8.7.2.6	See goal 16.
18. The student is able to state the rational, informational, and value bases for personal decisions.	I U H	P62	9			(V) Self-knowledge (V) Competence
19. The student is able to evaluate the effectiveness of past decisions, based on evidence of their actual effects when carried out (e.g., compare outcomes with predictions, consequences experienced with consequences previously estimated).	P I U H	P53 P62	9			(V) Self-knowledge (V) Rationality (V) Personal growth and development
20. The student is able to revise procedures or approaches used in making past decisions as needed to maximize his or her effectiveness in related situations (e.g., learn from mistakes).	P I U H	P54 P62	9			(V) Adaptability (V) Personal growth and development (V) Competence (V) Self-direction
21. The student knows that processes of group decision-making are influenced by interpersonal, organizational, and socio-cultural factors (e.g., friendships, hostilities among individual members; group size, structure, purposes, functions, norms; political and economic conditions; cultural beliefs).	I U H	G2 K8	1 10 12			(V) Knowledgeabilit

2. Processes of inquiry and problem-solving
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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.6.2 Making decisions (Cont.)						
22. The student is able to use accurately terms which refer to the dynamics of group decision-making (e.g., roles, patterns, interactions, hidden agendas, authoritarian structure, democratic structure).	I U H	P31 P41 P66 P74	3		1.1.3 2.7.3 3.1.3 9.7.2 10.5	(V) Knowledgeability
23. The student knows ways in which an individual's style of communicating may affect acceptance or rejection of his or her ideas by other members of a group.	P I U H	K8	10 12		2.7.2 9.7.2 10.5.3	(V) Knowledgeability (V) Sensitivity (V) Empathy
24. The student is able to use basic skills of interpersonal communication to increase his or her effectiveness as a participant in group decisions.	P I U H	P62 P65	6		2.7.3 3.1.3	(V) Communicating (V) Participating (V) Problem-solving
25. The student is able to structure his or her language and style of presentation according to the formality or informality of the situations in which group decisions are being made (e.g., business meeting, class discussion, club meeting, social gathering).	P I U H	P62 P65 P74	12		2.7.3 3.1.3	(V) Sensitivity (V) Social responsibility (V) Adaptability-flexibility (V) Discrimination
26. The student is able to participate effectively in conventional democratic processes of group decision-making (e.g., discussion, debate, voting, accepting rule of majority).	P I U H	P62 P65	10 12		3.1.3	(V) Democratic process (V) Participating (V) Cooperating

2. Processes of inquiry and problem-solving
2.6 Acting on the basis of information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.6.2 Making decisions (Cont.)						
27. The student is able to follow established rules and conventions for formally-structured group decision-making (e.g., procedural models for managerial or institutional decision-making; Roberts' Rules of Order for business meetings; class guidelines and standards for discussions, committee sessions).	P I U H	P62	10 12		3.1.3	(V) Competence (V) Responsibleness (V) Models (V) Participating
28. The student is able to use conventional strategies for reaching closure or consensus on group decisions (e.g., avoid "railroading"; summarize or redefine problems, issues, positions, arguments; ask facilitating questions; follow procedural models for role playing, game techniques, conflict resolution).	I U H	P62	10 12			(V) Competence (V) Responsibleness (V) Cooperating (V) Problem-solving (V) Participating
29. The student is able to carry out leadership or membership roles in group decision-making processes.	P I U H	P62 P65	10 12			(V) Responsibleness (V) Adaptability-flexibility (V) Participating
30. The student knows that if a group is to arrive at rational and informed decisions, each member must be able to judge proposals objectively.	P I U H	G2 K9	10 12	5		(V) Judgment (V) Participating (V) Objectivity

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.6.2 Making decisions (Cont.)						
31. The student is able to distinguish the merits of a proposal from the skill or art with which it is presented, defended or attacked by other group members (e.g., effective ideas may be poorly represented; inadequate proposals may be defended by logical, well-organized, persuasive arguments).	P I U H	P45 P62	10 12	5		(V) Judgment (V) Discrimination (V) Objectivity (V) Responsibleness (V) Openness
32. The student is able to determine the merits of a proposal apart from personal feelings about the people arguing for and against it (e.g., someone you dislike may be offering or defending a worthwhile proposal).	P I U H	P62	10 12	5		(V) Rationality (V) Openness (V) Judgment (V) Responsibleness (V) Self-direction
33. The student is able to use conventional criteria when evaluating proposals for group decision (e.g., practicality; relevance to objective; adequacy to meet objective; probable effects on self, others, environment; value implications).	P I U H	P24 P47	6 10	5		See goal 1.
34. The student is able to vote on group decisions according to his or her objective judgments about the proposals in question.	P I U H	P62	6 10	4 5		See goal 1. Also: (V) Voting (V) Participating
35. The student is able to contribute effectively to long-range group planning and policy making.	P I U H	P62	6 10 12	5		See goal 1. Also: (V) Policy-making (V) Participating

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.6.2 Making decisions (Cont.)						
36. The student is able to participate effectively in institutional decision-making (e.g., program, budget, policy, organizational decisions within school, political party, community agency, church; legislative decisions).	P I U H	P62	10	4 5		See goal 1. Also: (V) Policy-making (V) Participating (V) Responsibleness

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.6.3 Solving problems						
1. The student knows that some problems are conclusively solved when a single "right answer" is found (e.g., equation is balanced, object is located, machine parts fit together).	P I U H	G2 K3 K7	3	4 5		(V) Problem-solving (V) Knowledgeability (V) Resourcefulness
2. The student knows that some problems are complex and open-ended: no single "right answer" exists; solutions are explored, developed, and improved upon to meet a variety of identified needs and objectives (e.g., career or family-related problems, social problems).	P I U H	G2 K3 K7	3	4 5		See goal 1. Also: (V) Diversity (V) Complexity
3. The student is able to determine whether or not a problem has a "right answer" solution; i.e., whether the solution will be convergent or divergent.	P I U H	P45 P63	3 6	4 5		See goal 1. Also: (V) Discrimination
4. The student knows steps common to problem-solving strategies, including: (1) problem recognition; (2) definition, clarification, analysis of recognized problem elements; (3) research-gathering, validating, interpreting related factual information; (4) consideration of alternatives; (5) selection of alternative to implement; (6) implementation; (7) evaluation of outcomes.	P I U H	K2 K4	3	5		See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.6.3 Solving problems (Cont.)						
5. The student knows that conventional processes of scientific inquiry are used at every stage of structured problem-solving.	P I U H	G2 K2	3	5		See goal 1. Also: (V) Inquiring
6. The student knows ways in which the use of scientific processes contribute to effective problem-solving (e.g., reducing confusion, uncertainty; allowing accurate prediction; providing means of testing intuitive or speculative ideas).	P I U H	K2 K7 K8	3	5		See goal 1. Also: (V) Cultural skills
7. The student is able to select procedures (conventional scientific processes) to be used at various stages of problem solution (e.g., hypothesis testing to validate proposed solution).	P I U H	P33 P63	3 8 9 10	4 5		See goal 1. Also: (V) Competence
8. The student is able to design strategies for problem solving (e.g., decide on procedures, resources, order in which they'll be used, criteria by which their effectiveness will be evaluated).	P I U H	P63	3 8 9 10	4 5		See goal 1. Also: (V) Initiative (V) Ingenuity
9. The student is able to revise problem-solving strategies as needed to maximize the effectiveness of procedures or solutions.	P I U H	P63	3 8 9 10	4 5		See goal 1. Also: (V) Personal growth and development (V) Self-reliance (V) Adaptability-flexibility

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.6.3 Solving problems (Cont.)						
10. The student knows that a continuing problem which underlies all problem-solving tasks is the difficulty of translating the subjective into the objective, i.e., representing personal perceptions, feelings and thoughts in forms that allow us to communicate them clearly to others and to organize, interpret, and test them for ourselves.	I U H	G2 K3	3 4	5	2.2 2.7.2	See goal 1. Also: (C) Communication
11. The student knows that within and among scientific disciplines, observations are represented and interpreted according to organizing constructs: concepts, models, and their standardized terms, symbols, principles, etc.	I U H	G1 K2	3 4	5	2.2 3.1	
12. The student knows that the use of scientific constructs may reduce confusion in personal and social problem-solving (e.g., providing objective analogies, frames of reference, terms and forms in which problems may be defined, clarified, analyzed; ideas and impressions organized).	I U H	G2 K2 K8	3 4	5	1.1 2.7.2	See goal 1. Also: (V) Order (Regularity) (V) Objectivity (V) Insight
13. The student is able to use scientific constructs to represent and organize his or her perceptions, feelings and ideas about problems.	I U H	P33 P63	3 8 9 10	4 5		See goal 1. Also: (V) Rationality (V) Competence

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.6.3 Solving problems (Cont.)						
14. The student knows that scientists and educators have developed and promoted formal strategies for problem-solving, each based on scientific constructs which have proved useful in a wide variety of problem situations (e.g., concept of systems--system analysis; concept of force fields--force field analysis; concept of role--role playing).	I U H	G2 K2 K4	3 4	4 5		See goal 1. Also: (V) Inquiring
15. The student is able to select and use a formal problem-solving strategy which is appropriate to the nature of the problem, and which may be used with the resources available.	P I U H	P33 P63	3 8 9 10	4 5		See goal 1. Also: (V) Models (V) Relevance (V) Adequacy
16. The student is able to combine elements of various conventional problem-solving models in working toward a problem solution (e.g., use force field analysis to define and clarify problem, role playing to generate and test solutions).	P I U H	P46 P63	3 8 9 10	4 5	2.4.6	See goal 1. Also: (V) Ingenuity
17. The student knows principles upon which system analysis procedures are based (e.g., existence of systems; commonalities among social technological and natural systems; utility of describing wholes in terms of interactions among their parts; need to identify all factors and relationships accurately before deciding or acting).	I U H	G1 K2	3 4			See goal 1. Also: (C) System

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.6.3 Solving problems (Cont.)						
18. The student is able to use accurately terms associated with system analysis (e.g., whole, elements, objectives, constraints, negative feedback, positive feedback, duration, steady state, equilibrium, equifinality).	I U H	P31	3 5			See goal 1.
19. The student is able to characterize as open, closed, isolated, homeostatic, etc. the system or systems being analyzed.	I U H	P33	8 9 10			See goal 1.
20. The student is able to use system analysis procedures in conventional sequence: state needs, define objectives, identify constraints, review alternatives, select alternatives which best meet need, implement alternative, receive feedback, evaluate, modify procedures until objectives are met satisfactorily.	I U H	P63	3 8 9 10	4 5		See goal 1.
21. The student knows distinguishing characteristics of games (e.g., activity of player or players, set of explicit rules, pre-determined end point).	P I U H	K2 K3	3			See goal 1.
22. The student knows that nongames are activities structured by implicit, generally applicable rules, and have no easily defined ending.	P I U H	K2 K3	3			See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.6.3 Solving problems (Cont.)						
23. The student knows characteristics and uses of simulation games (e.g., model with which players interact as if in real situation; used for instruction, group or individual problem solving, recreation).	P I U H	K2 K3 K7	8 9 10		6.1.3.4	See goal 1.
24. The student is able to select and play simulation games which are relevant to problems being solved (e.g., game which simulates the problem situation; game in which players are likely to work out interpersonal problems as they play).	P I U H	P33 P63 P65	8 9 10	4 5	6.1.3.4	See goal 1.
25. The student is able to design games for problem-solving.	P I U H	P63 P67	8 9 10			See goal 1. Also: (V) Creativity (V) Ingenuity (V) Innovativeness
26. The student knows characteristics and uses of role playing as a problem-solving activity (e.g., players assume chosen or assigned roles, interact according to guidelines but without script; used with groups to allow individuals to experience different feelings, points of view, to stimulate and try out problem solutions).	P I U H	K2 K3 K7	8 9 10			See goal 1. Also: (C) Empathy

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.6.3 Solving problems (Cont.)						
27. The student is able to act out a chosen or assigned role for group problem-solving.	P I U H	P63 P65	8 9 10	4 5		See goal 1. Also: (V) Insight (V) Adaptability-flexibility
28. The student is able to follow predetermined guidelines for observing, recording, and reporting on a role-playing exercise (e.g., watch for and note behaviors, interactions which have relevance to problem or solution; report to group, ask questions).	P I U H	P63 P65	6 8		2.1.3	See goal 1. Also: (V) Competence
29. The student knows principles on which the procedures of force field analysis are based (e.g., problems may be represented as positive and negative forces operating in a field; apparent problems may be caused by underlying problems).	I U H	G1 K2	3 8 9 10	4 5		See goal 1.
30. The student is able to use procedures of force field analysis in conventional sequence: state problem; identify positive and negative forces; asse s statement, revise to specify problem as clarified by force field diagram or table; seek solutions to true problem.	I U H	P63 P65	8 9 10	4 5		See goal 1.
31. The student knows principles upon which conflict analysis and conflict resolution strategies are based (e.g., utility of clarifying definitional, factual and value questions as separate components of conflict).	I U H	G1 K2	3 8 9 10		1.1 8.3.1	See goal 1. Also: (C) Conflict

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2. Processes of inquiry and problem-solving
2.6 Acting on the basis of information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.6.3 Solving problems (Cont.)						
32. The student is able to use effectively a conventional model for resolution of personal or social conflicts (e.g., J.P. Shaver's conflict resolution model; value clarification strategies; conflict analysis strategies).	P I U H	P63 P65	8 9 10		1.1	See goal 1. Also: (V) Personal growth and development
33. The student is able to select and use appropriate resources for analyzing and resolving personal conflicts (e.g., counselors, publications, programmed materials).	I U H	P33 P63	8 9		1.1.1 2.1.2	See goal 1.
34. The student is able to contribute effectively to the resolution of interpersonal or intergroup conflicts.	P I U H	P63 P65	10		1.1.2 2.7.3	See goal 1. Also: (V) Participating
35. The student knows advantages and disadvantages of group action to solve shared problems (e.g., to change working conditions, institutional rules, policies, practices).	P I U H	K8	10 12	5	8.4	See goal 1. Also: (V) Democratic process (V) Freedom of assembly (V) Dissenting (V) Cooperating
36. The student is able to participate effectively in group action to solve shared problems.	P I U H	P63 P65	10	5	1.1.2 1.1.3 3.1.3	See goal 1. Also: (V) Participating (V) Responsibleness
37. The student is able to evaluate critically the effects of group actions taken to solve shared problems.	P I U H	P63	8 9 10	4 5	1.1	See goal 1. Also: (V) Judgment (V) Insight (V) Responsibleness (V) Social concern

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.6.3 Solving problems (Cont.)						
38. The student is able to direct his or her actions on group problems to be consistent with personal judgments about the effectiveness and propriety of what the group has planned or done; i.e., to exercise individual, responsible judgment in group situations.	P I U H	P63 P64 P65	6 8 9 10	4 5		See goal 1. Also: (V) Responsibleness (V) Judgment (V) Self-respect (V) Individuality (V) Integrity

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2. Processes of inquiry and problem-solving
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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.6.4 Restructuring values						
1. The student is able to restructure personal values in response to new information about oneself and about real situations.	P I U H	P64	6 10	4 5	1.1 2.2.4	(V) Openness (V) Adaptability-flexibility (V) Responsibleness (V) Integrity (V) Personal growth and development (V) Self-direction (V) Self-respect
2. The student is able to use appropriate conventional models or strategies for clarification or analysis of personal values.	P I U H	P64	10 12	4 5	1.1	See goal 1. Also: (V) Adequacy (V) Relevance (V) Discrimination (V) Resourcefulness (V) Knowledgeability

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.6.5 Restructuring behavior						
1. The student is able to alter his or her behavior in response to new information about self or situations.	P I U H	P65	6 9	4 5		(V) Personal growth and development (V) Self-direction (V) Commitment (V) Adaptability-flexibility (V) Responsibleness
2. The student is able to alter his or her behavior to match changing personal values or needs.	P I U H	P65	6 8 9	4 5		See goal 1. Also: (V) Integrity
3. The student is able to select and use appropriate models or strategies to analyze personal behavior (e.g., transactional analysis, behavioral psychology, psychoanalytic theory, information system model).	U H	P33 P65	6 8 9		9.6 9.7	See goal 1. Also: (V) Knowledgeabilit (V) Resourcefulness (V) Discrimination
4. The student is able to use accurately the terms associated with a conventional model for analysis of personal behavior.	U H	P65 P66	6 8 9			See goal 1.
5. The student is able to recognize behavior patterns.	P I U H	P42	6 8 9	2 5	2.1.3	(V) Competence (V) Self-knowledge
6. The student is able to recognize changes in behavior patterns.	P I U H	P42 P45	6 8 9	2 5	2.1.3	(V) Competence (V) Self-knowledge (C) Continuity (C) Change

2. Processes of inquiry and problem-solving
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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.6.5 Restructuring behavior (Cont.)						
7. The student is able to document observed changes in personal behavior (e.g., data showing uses of specific skills; changed patterns of social interaction).	P I U H	P32	4 5	5		See goal 1. Also: (V) Self-knowledge
8. The student is able to design and carry out a plan to modify a personal behavior pattern (e.g., state need, behavior to be modified, program to be followed; document change, evaluate results).	I U H	P65	9	5		See goal 1.
9. The student knows ways in which behavior changes are related to growth of personal knowledge and skills.	I U H	K8 K10	4	5	9.4.5 9.5	See goal 1. Also: (V) Self-knowledge

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2. Processes of inquiry and problem-solving
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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.6.6 Encoding prior to communication (See also: 2.3 Organizing information; 2.7 Communicating information; 3. Basic education and social science)						
1. The student knows a variety of situations which call for careful and detailed planning of what to say and how to say it (e.g., speaking or writing for people who won't get to ask you questions, for people who are unfamiliar with the subject or its standard terms and symbols. for people who are experts in the field, for people who are expected to follow your directions).	P I U H	K6 K9	8 9 10	5		(V) Planning (V) Knowledgeability (V) Social sensitivity (V) Clarity (V) Accuracy (V) Self-respect (V) Competence
2. The student is able to decide on format, media, and style to be used to communicate information clearly and accurately to the intended receiver(s).	P I U H	P62 P66	5 8 9 10	5		See goal 1.
3. The student is able to select terms, symbols, and illustrations to convey information clearly and accurately to the intended receiver(s).	P I U H	P33 P66	5 8 9 10	5		See goal 1.

2. Processes of inquiry and problem-solving
2.5 Acting on the basis of information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.6.6 Encoding prior to communication (Cont.)						
4. The student is able to edit and revise planned presentations (speeches, written reports, films, recordings, demonstrations, displays) according to relevant criteria (e.g., consistency, accuracy, clarity of representations; likelihood that message will be accurately decoded by intended audience).	P I U H	P66	6	5		See goal 1.
5. The student is able to encode information to be stored and retrieved via electronic or mechanical data processing systems (e.g., computer, key sort).	U H	P66	5 6			See goal 1.
6. The student is able to write computer programs.	H	P66	5 6			See goal 1.

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2. Processes of inquiry and problem-solving
2.6 Acting on the basis of information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.6.7 Creating						
1. The student is able to construct models.	P I U H	P67 P76	4 9 11			(V) Creativity (V) Self-expression (V) Communicating (V) Resourcefulness (V) Self-fulfillment (V) Enjoyment
2. The student is able to use art forms to communicate information (e.g., paintings, photography, sculpture).	P I U H	P76	4 9 11			See goal 1.
3. The student is able to use literary forms to communicate information.	P I U H	P75	4 9 11			See goal 1.
4. The student is able to use dramatizations to communicate information.	P I U H	P77	4 9 11			See goal 1.
5. The student is able to use dance forms to express or communicate information.	P I U H	P79	4 9 11			See goal 1.
6. The student is able to use music as a media for communication (e.g., using music of others; creating his or her own music).	P I U H	P78	4 9 11			See goal 1.
7. The student is able to manipulate objects into a variety of positions or designs.	P I U H	P67	4 9 11			See goal 1.
8. The student is able to draw representations of observations.	P I U H	P67 P76	4 9 11			See goal 1.

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2. Processes of inquiry and problem-solving
2.6 Acting on the basis of information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.6.7 Creating (Cont.)						
9. The student is able to imagine or visualize extensions of representations.	P I U H	P67	4 9 11			See goal 1. Also: (V) Imaginativeness (V) Fantasy
10. The student is able to initiate ideas, procedures, activities, etc. related to an inquiry or problem-solving situation.	P I U H	P67	7 9 10			See goal 1. Also: (V) Initiative
11. The student is able to design and follow a course of personal action.	P I U H	P65	9 11			See goal 1. Also: (V) Commitment (V) Self-direction (V) Self-respect

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2. Processes of inquiry and problem-solving

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.7 Communicating information						
1. The student knows the location and use of print and nonprint materials related to communicating information (e.g., card catalog: "Telstar Project," "Television Broadcasting," "Communication"; Subject Guide to Books in Print: "Communication of Technical Information," "Human Communication," "Report Writing," "Television Broadcasting," "Radio Broadcasting"; Reader's Guide: "Communication Satellites," "Communication-Social Aspects"; Learning Directory: "Communication, Development," "Communication, Mass," "Information Systems," "Information Dissemination"; area and building audiovisual catalogs: "Information Storage and Retrieval Systems," "Telecommunication").	P I U H	K6	3			(V) Inquiring (V) Knowledge of resources (V) Communicating

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2. Processes of inquiry and problem-solving
2.7 Communicating information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.7.1 Giving information (See also: 3.1 Language and communication skills)						
1. The student is able to write reports according to specified criteria.	P I U H	P66 P75	5 6			(V) Communicating (V) Clarity (V) Accuracy
2. The student is able to give directions clearly and accurately.	P I U H	P74	5 6			See goal 1.
3. The student is able to demonstrate or dramatize effectively information acquired through inquiry.	P I U H	P72 P77	6			See goal 1. Also: (V) Self-expression
4. The student is able to give oral reports clearly and accurately.	P I U H	P74	5 6			See goal 1.
5. The student is able to select and use appropriate audiovisual aids for communicating information to a group of people.	P I U H	P33 P74 P76	5 6			See goal 1. Also: (V) Knowledgeabilit (V) Resourcefulness

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2. Processes of inquiry and problem-solving
2.7 Communicating information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.7.2 Recognizing communication problems						
1. The student is able to recognize factors which contribute to inaccuracy, inadequacy, of irrelevance in communications between or among individuals.	P I U H	P45	3 7 8			(V) Social sensitivity (V) Communicating (C) Communication (C) Language
2. The student is able to select and use an appropriate model for analyzing communication problems (e.g., communication system model).	I U H	P33 P45	7 8			See goal 1. Also: (V) Knowledgeability (V) Resourcefulness (V) Problem-solving
3. The student is able to recognize limitations of verbal coding (language).	I U H	P48	3 7		4.3.1.1 4.3.2.2 4.3.3.4 4.3.5.2	See goal 1.
4. The student knows that words have different associations for different people.	P I U H	G2 K1 K3	3			See goal 1.
5. The student knows that spoken words must be decoded as part of a larger system which includes tone of voice, gestures, and unstandardized cues.	P I U H	G2 K1 K3	3		3.1.3 4.3.1.1	See goal 1.
6. The student knows that a word may have several unrelated definitions (e.g., run = human activity, machine activity, arrangement of cards, characteristic defect of nylon stockings, place for animals to exercise, etc.)	P I U H	G2 K1 K3	3			See goal 1.

2. Processes of inquiry and problem-solving
2.7 Communicating information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.7.2 Recognizing communication problems (Cont.)						
7. The student knows that a concept may be represented by several words, some of which have shades of meaning which must be inferred from familiarity with general usage (e.g., alone, solo, solitary, isolated).	P I U H	G2 K1 K3	3			See goal 1.
8. The student is able to recognize limitations of the English language as a code (e.g., personal perceptions, judgments, or feelings are often expressed as qualities of object observed: "It's cold" for "I feel cold"; "that's pretty"; "he's a prude".)	I U H	P48	3 7	5		See goal 1. Also: (V) Accuracy (V) Clarity (V) Logical consistency
9. The student is able to use appropriate terms for identifying communication problems (e.g., interpersonal gap; misunderstanding; communications breakdown; message sent ≠ message received).	P I U H	P31 P66	5 7 8	5		See goal 1.
10. The student is able to identify causes of misunderstanding, including: inaccurate coding, inadequate coding, unmatched verbal and nonverbal cues (hidden or double message); inaccurate or inadequate decoding.	I U H	P48	3 7 8	5		See goal 1. Also: (V) Accuracy (V) Adequacy (V) Logical consistency (V) Clarity

2. Processes of inquiry and problem-solving
2.7 Communicating information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.7.2 Recognizing communication problems (Cont.)						
11. The student knows that the coding system must be known by sender and receiver if a message is to be accurately received.	I U H	G1 K7 K9	3 7	5		See goal 1. Also: (V) Accuracy (V) Clarity
12. The student knows that decoding is complicated if sender is expressing but not identifying (e.g., naming, describing) his or her emotions.	I U H	G2 K7	3 7			See goal 1. Also: (V) Accuracy (V) Clarity
13. The student knows that messages may be inaccurately decoded if the receiver's expectations or feelings bias his or her perception (e.g., decoding one's own expectations or feelings, rather than decoding the message sent).	I U H	G2 K7	3 7			See goal 1. Also: (V) Accuracy (V) Clarity (V) Objectivity
14. The student knows that messages may be inadequately decoded if receiver is unable to clarify them through further communication (e.g., asking questions, paraphrasing).	I U H	G2 K7	3 7			See goal 1. Also: (V) Accuracy (V) Adequacy (V) Clarity
15. The student knows effects of roles, patterns, and norms on the accuracy and adequacy of communications (e.g., influence on intentions and expectations, consequent limitations on encoding, decoding).	I U H	P48	3 7		9.7.3 9.7.4 10.5.2.1 10.5.3.3	See goal 1. Also: (C) Role (C) Norms

2. Processes of inquiry and problem-solving
2.7 Communicating information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.7.2 Recognizing communication problems (Cont.)						
16. The student is able to identify real or simulated situations in which accuracy and adequacy of communications are limited by roles, patterns, or norms (e.g., classroom situations, peer group interactions, reporting situations).	I U H	P45	3 7			See goal 1.

2 Processes of inquiry and problem-solving
2.7 Communicating information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.7.3 Exchanging information (See also: 3.1.3 Speaking and listening)						
1. The student knows techniques which can be used by participants in a conversation or discussion to reduce the frequency or severity of communication problems, including: paraphrasing, describing behavior, describing feelings, checking perceptions.	P I U H	K2 K7	8	5		(V) Problem-solving (V) Communicating (V) Knowledgeabilit (V) Resourcefulness (V) Competence (V) Social
2. The student is able to paraphrase a message received (i.e., repeat in his own words what was heard to test comprehension; restate message as necessary until sender confirms accuracy).	P I U H	P44 P74	8	5		See goal 1.
3. The student is able to help the receiver of his or her message to clarify or refine a paraphrase.	P I U H	P65 P74	8	5		See goal 1. Also: (V) Cooperativeness
4. The student is able to recognize an accurate restatement of his or her intended message.	P I U H	P45	8	5		See goal 1.
5. The student is able to describe another person's behavior, telling what was observed rather than what was inferred about the other's feelings, motive, etc.	P I U H	P74	8	5		See goal 1.
6. The student is able to distinguish between descriptions and interpretations of behavior.	P I U H	P45	8			See goal 1. Also: (V) Discrimination

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.7.3 Exchanging information (Cont.)						
7. The student is able to describe his or her own feelings.	P I U H	P74	8	5		See goal 1. Also: (V) Self-knowledge (V) Accuracy (V) Clarity
8. The student is able to distinguish between descriptions and expressions of feelings.	P I U H	P45	8			See goal 1. Also: (V) Discrimination
9. The student knows that a description of feelings specifies separately 1) how or what you feel, and 2) the behavior to which you are reacting.	I U H	K2 K3	8			See goal 1.
10. The student knows that expressions indicate feelings but do not necessarily name them.	I U H	K2 K3	8			See goal 1.
11. The student knows that expressions of feeling often take such forms as commands, loaded questions, accusations, name-calling, sarcasm, or judgments.	I U H	G2 K3	8			See goal 1.
12. The student is able to select and use appropriate forms for describing feelings, including: naming the feelings, using similies, naming the kind of action the feeling urges you to do (e.g., I'm scared; I feel like a man on a tightrope with no net; I feel like running for cover and calling for mommy).	I U H	P33 P74	8			See goal 1.
13. The student is able to check his or her perception of another person's feelings or intentions.	P I U H	P74	8			See goal 1. Also: (V) Empathy

2. Processes of inquiry and problem-solving
2.7 Communicating information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.7.3 Exchanging information (Cont.)						
14. The student is able to use descriptions and questions appropriately in checking perception of another's feelings or intentions.	P I U H	P74	8			See goal 1. Also: (V) Responsibleness
15. The student is able to give and receive feedback in interpersonal communication.	U H	P74	8			See goal 1. Also: (V) Trust (V) Openness (V) Honesty
16. The student knows uses of structured interpersonal feedback (e.g., determining effects of one's behavior on others; revealing unknown intentions or expectations; providing adequate, relevant, accurate information on which to base plans for personal change).	U H	K2 K7	8			See goal 1.
17. The student is able to give feedback according to conventional guidelines (e.g., ready receiver; description, not interpretation; recent events; appropriate situation; new information about changeable characteristics; no demands, no overloading; helpfulness, sharing).	U H	P74	8			See goal 1. Also: (V) Appreciativeness (V) Clarity (V) Sharing
18. The student is able to follow conventional guidelines for receiving feedback (e.g., state specific things you want feedback about; check what you have heard; share reactions to the feedback).	U H	P74	8			See goal 1. Also: (V) Openness (V) Clarity (V) Sharing

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2. Processes of inquiry and problem-solving
2.7 Communicating information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.7.3 Exchanging information (Cont.)						
19. The student is able to encode intentions into appropriate behavior (i.e., use gestures, tone of voice, actions which will match intentions, to avoid hidden messages and misunderstanding).	P I U H	P65 P72 P74	8	5		See goal 1. Also: (V) Integrity (V) Clarity (V) Logical consistency
20. The student is able to match nonverbal cues (gestures, actions, etc.) with words used in message (i.e., avoid confusion from double messages).	P I U H	P65 P72 P74	8			See goal 1.
21. The student is able to distinguish between freeing and binding responses (i.e., responses which encourage greater accuracy and openness vs. those which limit communications and behavior).	U H	P45	8			See goal 1.
22. The student is able to use freeing responses in appropriate situations.	U H	P65	8	5		See goal 1. Also: (V) Freedom (V) Honesty (V) Openness
23. The student is able to select and use appropriate resources to develop communication skills.	P I U H	P33 P65	8	5		See goal 1. Also: (V) Personal growth and development
24. The student is able to use communication skills appropriately to facilitate group processes or expedite achievement of tasks by a group (e.g., committee, task force, research team).	P I U H	P65	8	5		See goal 1. Also: (V) Cooperating (V) Efficiency (V) Self-discipline

2. Processes of inquiry and problem-solving
2.7 Communicating information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.7.3 Exchanging information (Cont.)						
25. The student is able to participate effectively in activities designed to improve accuracy or openness of group processes. (See J. William Pfeiffer and John E. Jones, Handbook of Structured Experiences for Human Relations Training, Volumes I-III, Iowa City, Iowa, University Associates Press, 1971.)	P I U H	P65	8	5		See goal 1. Also: (V) Participating (V) Openness
26. The student is able to participate effectively in group inquiries or problem solutions (e.g., contribute ideas, work cooperatively).	P I U H	P65	8	5		See goal 1. Also: (V) Cooperating (V) Participating (V) Democratic process

2. Processes of inquiry and problem-solving
2.7 Communicating information

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
2.7.4 Using communication technology						
1. The student is able to make effective use of modern tele-communication systems (e.g., telephone, data communication systems, television).	P I U H	P65	6	5	3.1.4	(V) Communicating (V) Knowledgeability (V) Resourcefulness (V) Competence
2. The student is able to make effective use of conventional systems for transmitting written or printed information (e.g., mail service, publication and distribution systems, storage and retrieval systems).	P I U H	P65	4 6	5		See goal 1. Also: (V) Literacy

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3. Basic education and social science

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
3.1 Language and communication skills						
1. The student knows the importance of being able to use and interpret the spoken language of one's community, society or culture, and of reading and writing it competently, if the language has a written form (particularly if the society is complex and changing), based on personal experience and on information acquired through the study of history and social sciences.	P I U H	K9	2 12	5	4.3.1 6.4.1 10.5.3	(V) Cultural skills (V) Tools (V) Competence (V) Resourcefulness (V) Literacy (V) Cultural knowledge (V) Language (C) Language (C) Communication
2. The student is able to identify and analyze problems involved in both teaching and learning basic language skills, based on personal experience and on information acquired through the study of history and social sciences (e.g., limits of scientific knowledge about learning mechanisms, processes; on resources available to educational agencies).	P I U H	P43	4 7 12	5	9.3 9.4 9.5 10.5.3.1 10.6.3.3 10.7.1.6	(V) Knowledgeability (V) Insight (V) Self-knowledge (V) Language
3. The student is able to assess the significance of the fact that by learning to talk in the first place, he or she has already mastered a complex task, and has the foundations for further growth in language and communication skills.	P I	P42	6 12	5	9.5	(V) Self-knowledge (V) Self-respect (V) Literacy (V) Language
4. The student is able to recognize ways in which he or she extends and develops skills of reading, writing, speaking and listening both in and out of school.	P I U H	P44	6 12	5		(V) Self-knowledge (V) Self-respect (V) Literacy (V) Language

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3. Basic education and social science

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
3.1 Language and communication skills (Cont.)						
5. The student is able to select and use appropriate systems for keeping track of his or her own progress or achievements in the development of basic language skills (e.g., informal: saving papers and comparing earlier with later work, comparing earliest-read books with books he or she can read now, or range of reading interests earlier and now; formal: document and chart objectives met in class work).	P I U H	P45 P65	9 12	5	2.3 2.4	(V) Personal growth and development (V) Self-knowledge (V) Self-respect (V) Self-direction (V) Literacy (V) Language
6. The student knows scientific concepts, principles, theories and facts regarding language and communication in human life (e.g., nature, elements, processes; functions in individual development, community life or social organization; relations to learning, thought, technology, social and cultural change; roles in human history) and ways they may relate to his or her own situation as a learner and user of the English language.	I U H	G1 K6 K8	1 3 9 12		4.2.4 4.3.1 4.3.2.2 4.3.3.4 4.3.5.2 6.4.1 9.5.3 10.5.3.1	(V) Cultural knowledge (V) Self-knowledge (V) Insight (V) Literacy (V) Language (C) Language (C) Communication

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3. Basic education and social science
3.1 Language and communication skills

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
3.1.1 Reading						
1. The student knows ways in which reading skills contribute to personal growth and effectiveness (e.g., increased resourcefulness; access to experiences and ideas of people in other times and places; enjoyment; access to new skills, tools, information needed for decision-making).	P I U H	K8		2 5		(V) Growth and development (V) Self-fulfillment (V) Literacy
2. The student knows reasons why skills in locating, selecting, and interpreting written or printed information are essential to effective living in modern societies.	P I U H	K8 K9		2 5	2.12 5.4.1.6 10.5.3.4	(V) Competence (V) Resourcefulness (V) Literacy
3. The student knows ways in which the effectiveness of personal decisions, judgments, or problem solutions depends on one's ability to evaluate the material one reads (e.g. authenticity, accuracy, adequacy, relevance).	P I U H	K8 K9		2 5	1.1 2.6.2 2.6.3	(V) Problem-solving (V) Judgment (V) Competence (C) Decision-making
4. The student knows the practical necessity for skills in reading and following directions.	P I U H	G2 K9		2 3 5		(V) Competence (V) Literacy
5. The student is able to recognize meanings of signs and symbols encountered in daily life (e.g., road signs, international travel symbols).	P I	P41	5			
6. The student knows principles and procedures used to decode written or printed words.	P	K2 K7	5 6	5	2.4.1	(V) Literacy

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3.1 Language and communication skills

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
3.1.1 Reading (Cont.)						
7. The student is able to apply basic perception skills to reading (e.g., visual-motor coordination, concentration).	P	P41 P65	5 6	5	2.1.1	
8. The student is able to apply phonetic principles to pronouncing unfamiliar words.	P I U H	P41	5 6	5		
9. The student is able to identify a word from context clues (e.g., the way it is used in a sentence).	P I	P41	5 6	5		
10. The student is able to distinguish among the root, prefix, and suffix of a word.	P I	P45	5 6	5		
11. The student is able to use roots and affixes to help identify word sounds and meanings.	P I	P41	5 6	5		
12. The student is able to recognize parts of compound words.	P I	P41	5 6	5		
13. The student is able to combine phonetic and structural analysis with context clues to identify or recognize words.	P I	P41	5 6	5		(V) Competence (V) Resourcefulness
14. The student knows principles, procedures, and resources which aid comprehension of what is read.	P I U H	K2 K6	5 6	5		(V) Competence (V) Resourcefulness
15. The student is able to use standard references to clarify meanings of unfamiliar words (e.g., dictionary, thesaurus, glossary).	P I U H	P41 P65	5 6	5	2.1.2	(V) Competence (V) Resourcefulness

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3. Basic education and social science
3.1 Language and communication skills

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
3.1.1 Reading (Cont.)						
16. The student is able to clarify ideas by relating written text and accompanying illustrations, tables, maps, etc.	P I U H	P41 P44	5 6	5	6.1.3	(V) Clarity (V) Accuracy
17. The student knows that meanings of words, phrases, etc. may be clarified as one attempts to record and organize information.	P I U H	G2 K8	5 6	5	2.3	
18. The student is able to recognize main and supporting ideas in a paragraph or selection.	P I U H	P33 P45	5 6	5		
19. The student is able to use study skills as aids to comprehension (e.g. note-taking, summarizing, abstracting, outlining, pre-reading, reviewing).	I U H	P65	5 6	5	2.3 3.3	
20. The student is able to locate and use supplementary or related resources to increase comprehension of what is read (e.g., audio-visuals, resource people).	P I U H	P65	5 6	5	2.1.2	(V) Knowledge of resources (V) Access to resources
21. The student is able to clarify meanings of words, phrases, etc. through communication with others.	P I U H	P65 P74	5 6	5	2.7.3 3.1.3	
22. The student is able to select main ideas or details relating to time, place, or culture from reading materials.	P I U H	P33	5 6			
23. The student is able to follow written directions having progressive degrees of complexity.	P I U H	P61	5 6	5		(V) Competence

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
3.1.1 Reading (Cont.)						
24. The student is able to use key words and phrases to answer questions such as who, what, when, where, how and why.	P I U H	P41	5 6	5		
25. The student is able to relate main ideas to supporting details in written material.	P I U H	P44	5 6	5		
26. The student is able to distinguish among statements of: a) fact, b) opinion or inference, c) value judgment in materials he or she reads.	P I U H	P45	5	5		(V) Discrimination
27. The student is able to recognize uses of humor, satire, or intentional exaggeration in materials he or she reads.	P I U H	P45	5 6			(V) Discrimination (V) Enjoyment
28. The student is able to distinguish among reading materials intended: a) to inform, b) to persuade, c) to entertain, d) to express author's insights, feelings, responses, etc. in literary form.	P I U H	P45	5 6			(V) Judgment (V) Discrimination
29. The student knows that reading strategies and speed vary with the nature of the work and with one's purpose or objective.	P I U H	G2 K2 K8	5 6	5		(V) Flexibility (V) Efficiency
30. The student is able to identify his or her purpose or objective in reading a particular selection.	P I U H	P23	5 6	5		

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
3.1.1 Reading (Cont.)						
31. The student is able to determine the theme, mood, author's purpose or intended audience from a work's title, introductory pages, organization, and format.	P I U H	P42	5 6	5		
32. The student is able to skim read the text of a work to survey its format and style, quickly determine main ideas, locate specific details, or review content.	P I U H	P41 P65	5 6	5		(V) Efficiency
33. The student is able to determine the relevance of a selection to his or her purpose for reading.	P I U H	P23	5 6	5		(V) Efficiency (V) Discrimination
34. The student is able to select and use reading strategies appropriate to the nature of the material and to his or her objectives (e.g., skim reading, reading slowly for content, reading for impressions).	P I U H	P23 P65	5 6	5		(V) Resourcefulness
35. The student is able to use recognition of word indicators such as because, since, either-or, and therefore as cues to the identification of statements implying causality.	P I U H	P41 P51	5 6	5		(C) Causality
36. The student is able to use appropriate criteria, resources and procedures to judge the validity or accuracy of statements or arguments presented in written materials, particularly where causality is claimed or implied.	P I U H	P22 P24 P47	5 6			(V) Resourcefulness (V) Judgment (V) Rationality (C) Causality

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
3.1.1 Reading (Cont.)						
37. The student is able to recognize and interpret techniques conventionally used in advertizing and propaganda.	P I U H	P43	6			
38. The student is able to infer attitudes and meanings that are deliberately left unstated by the author.	P I U H	P42	6			(V) Insight (V) Competence
39. The student is able to identify and interpret various levels of meaning in what he or she reads.	I U H	P43	5 6			(V) Discrimination (V) Enjoyment
40. The student is able to recognize and interpret literary conventions or stylistic devices popularly used to achieve special effects.	I U H	P43	6			(V) Knowledgeabilit
41. The student is able to evaluate the adequacy, accuracy, and logical consistency of information contained in reading materials (e.g., check scope and methods of research which produced data and conclusions; detect unsupported statements, distortions, omissions, oversimplifications, bias).	I U H	P22 P23	6	5	1.1.1 2.2	(V) Resourcefulness (V) Competence (V) Rationality (V) Judgment (V) Logic
42. The student knows that personal judgments about the quality or significance of a work depend on one's own values, impressions and responses i.e., they are subjective judgments.	I U H	G2 K8 K9	6	5	1.1.1	(V) Aesthetic responsiveness (V) Discrimination (V) Self-knowledge

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept (V) Value Words
3.1.1 Reading (Cont.)						
43. The student knows conventional standards for judging the literary or artistic merit of what is read.	I U H	K9	6	5		(V) Aesthetic judgment
44. The student knows conventional standards for judging the historical, social, or philosophical significance of a work.	I U H	K9	6	5		(V) Cultural arts (V) Appreciativeness (V) Knowledgeability
45. The student is able to evaluate the quality or significance of what is read according to appropriate criteria.	I U H	P47 P42	6	5		(V) Judgment (V) Discrimination (V) Flexibility (V) Appreciativeness
46. The student is able to respond thoughtfully and appreciatively to the literature of various cultures and times.	P I U H	P41 P64	11		4.3.5.6 7.5.3	(V) Appreciativeness (V) Diversity (V) Insight
47. The student knows sources and types of magazines, newspapers, paperbacks, etc. appropriate for leisure reading on subjects of his or her interest.	P I U H	K3 K6	11	5		(V) Resourcefulness (V) Knowledgeability (V) Self-direction (V) Self-fulfillment
48. The student is able to acquire access to reading materials relevant to his or her personal interests, problems, plans or goals.	P I U H	P65	11	5		(V) Resourcefulness (V) Knowledgeability (V) Self-direction (V) Self-fulfillment
49. The student is able to share his or her reading interests with others.	P I U H	P65	11	5		(V) Friendliness (V) Sharing (V) Enjoyment (V) Communicating

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3.1 Language and communication skills

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
3.1.2 Writing						
1. The student knows the importance of writing skills to personal effectiveness (e.g., ability to communicate clearly, maintain social contacts over distance, record and organize personal thoughts).	P I U H	K8	2 12	2		(V) Communicating (V) Personal growth and development (V) Competence (V) Self-expression
2. The student knows the importance of writing skills to career effectiveness (e.g., applying for jobs, sending clear messages, writing reports).	P I U H	K8	2 12	3 5	11.	(V) Personal growth and development (V) Competence (V) Literacy
3. The student knows various purposes for writing, including (1) to inform, (2) to explain, (3) to entertain, (4) to persuade.	P I U H	G2 K5	2 12	5		(V) Creativity (V) Self-expression (V) Competence (V) Communicating
4. The student knows technical skills which aid effective writing (e.g., ability to write legibly, organize materials and ideas; spelling, punctuation, grammar skills; proofreading, editing skills).	P I U H	K2	3	5		(V) Competence (V) Communicating (V) Literacy (V) Craftsmanship
5. The student is able to write upper and lower case letters of the English alphabet correctly, using manuscript or cursive forms consistently within a piece of work.	P I U H	P75	3	5		(V) Clarity (V) Accuracy (V) Competence
6. The student is able to use appropriate spacing, letter forms and punctuation marks to set off words, sentences and paragraphs.	P I U H	P75	3	5		(V) Clarity (V) Accuracy

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
3.1.2 Writing (Cont.)						
7. The student is able to use conventional spellings in writing intended for others to read.	I U H	P75	3	5		(V) Clarity (V) Accuracy
8. The student is able to write in complete sentences.	P I U H	P75	3	5		(V) Clarity (V) Literacy
9. The student is able to use appropriate word forms and sentence constructions in his or her writing, observing grammatical conventions such as agreement of subject and predicate, rules of pronoun usage, etc.	I U H	P75	3	5		(V) Clarity (V) Accuracy (V) Literacy
10. The student is able to choose language, style and format that are appropriate to the purpose, audience, and subject of his or her writing.	P I U H	P21 P75	3 8	5		(V) Communicating (V) Discrimination (V) Flexibility (V) Self-expression
11. The student is able to write according to a plan (e.g., tentative outline; standard form for presenting a particular type of information; structure associated with particular genre).	P I U H	P75	3	5		(V) Competence (V) Efficiency (V) Clarity
12. The student is able to organize his or her material in a logical sequence as determined by the subject, purpose, and audience.	P I U H	P34 P75	6	5		(V) Clarity (V) Craftsmanship
13. The student is able to select and pattern sentences and paragraphs so that each paragraph contains an introductory sentence, topic sentence or main idea which is supported or developed by other sentences in the paragraph.	P I U H	P75	3	5		(V) Clarity (V) Craftsmanship

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
3.1.2 Writing (Cont.)						
14. The student is able to write an introductory statement or passage that includes the thesis of the composition, presents a key to its structure, and offers some interest or appeal to the reader.	U H	P75	5			
15. The student is able to write a concluding statement or passage that embodies the controlling idea of the composition, summarizing without repeating exactly what appears earlier in the composition.	U H	P75	3			
16. The student knows ways in which correct spelling, punctuation, grammar, and sentence structure improve the clarity and effectiveness of a finished composition.	P I U H	K8 K9	3	5		(V) Clarity (V) Literacy (V) Craftsmanship (C) Communicating
17. The student knows appropriate uses of punctuation marks (e.g., period, comma, question mark, semicolon, colon, quotation marks, parentheses).	P I	K2	3			(V) Accuracy (V) Knowledgeabilit
18. The student is able to recognize letter reversals, questionable spellings, incorrect use of capital or lower case letters, and inappropriate spacing in his or her own written work.	P I	P47 P75	3			(V) Discrimination (V) Accuracy (V) Self-reliance (V) Competence
19. The student is able to proofread rough and final copies of written work, checking for spelling, grammar, syntax, punctuation, and legibility.	I U H	P47 P75	3	5		(V) Competence (V) Self-respect (V) Craftsmanship

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
3.1.2 Writing (Cont.)						
20. The student is able to use appropriate resources and procedures to correct composition errors.	P I U H	P65 P75	3	5		(V) Resourcefulness (V) Accuracy
21. The student knows that editing one's own writing involves evaluation or criticism of overall coherence, organization, style, etc., as well as proofreading for technical accuracy.	I U H	G2 K9	3	5		(V) Craftsmanship
22. The student is able to develop or select criteria for evaluation of his or her writing.	I U H	P47	3	5		(V) Discrimination (V) Judgment (V) Resourcefulness
23. The student is able to evaluate the organization and clarity of his or her written work (e.g., topic limited to permit specific treatment; main point or purpose of writing made clear; topic sentence for most paragraphs; transitional words or phrases to connect parts).	I U H	P47 P65	3	5		(V) Clarity (V) Judgment
24. The student is able to evaluate his or her choice of language in written work (e.g., economy of expression; avoidance of irrelevancies; clarity of meaning; style, tone, mood appropriate to purpose and audience).	I U H	P47 P65	3	5		(V) Discrimination (V) Sensitivity (V) Judgment
25. The student is able to make appropriate revisions in wording, structure, etc. for final presentation of his or her written work.	I U H	P75	3	5		(V) Craftsmanship (V) Competence

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
3.1.2 Writing (Cont.)						
26. The student is able to write business letters and social forms according to conventional criteria (e.g., format, placement of date, greetings).	I U H	P75	3	8		(V) Competence
27. The student is able to write reports or research papers according to specified conventions or criteria.	I U H	P75	3	8		(V) Competence
28. The student is able to select and use appropriate illustrations, maps, or other displays to accompany the text of a written report.	I U H	P75	3	8		(V) Discrimination (V) Resourcefulness (V) Creativity

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
3.1.3 Speaking and listening (See also: 2.7 Communicating information)						
1. The student knows ways in which speaking and listening skills contribute to personal and career effectiveness.	P I U H	K8	2 12	2 5		(V) Communicating (V) Competence
2. The student knows that the purpose for speaking or listening varies according to the situation, and affects one's choice of responses.	P I	G2 K5 K8	5 8	5		(V) Communicating
3. The student is able to identify his or her purpose or intention in speaking or listening.	P I U H	P12 P74	5 8	5		
4. The student is able to articulate sounds and words clearly to achieve intelligible speech.	P I	P74	5 8	5		(V) Clarity (V) Competence
5. The student is able to adjust the volume of his or her speech to fit the situation.	P I	P74	5 8	5		(V) Sensitivity (V) Flexibility
6. The student is able to use appropriate variations in intonation (e.g. pitch, stress, pause) to emphasize intended meanings and to hold listeners' interest.	P I U H	P74	5 8	5		(V) Competence
7. The student is able to use words accurately in conversation, speeches or discussions; i.e. select and use terms that do, in standard usage, refer to the things he or she means to talk about.	P I U H	P66 P74	5	5		(V) Accuracy (V) Clarity (V) Competence

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3.1 Language and communication skills

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
3.1.3 Speaking and listening (Cont.)						
8. The student is able to present ideas or information clearly in conversation or discussion, using appropriate grammatical construction and connecting ideas so the listener(s) can follow them.	P I U H	P74	5 8	5		(V) Clarity (V) Competence
9. The student is able to ask logical and relevant questions to clarify meaning, extend information, or assist reasoning in conversation or discussion.	P I U H	P65 P74	3 8	5		(V) Rationality (V) Sensitivity (V) Logical consistency
10. The student is able to vary the form, style, and content of contributions to group discussion, according to: a) the purpose of assembly (brainstorming, decision-making, committee work on project, etc.); b) the rules or guidelines under which the discussion is to proceed (e.g., Roberts' Rules for business meeting); c) his or her role or responsibility in the situation (e.g., participant, chair, leader-facilitator, recorder).	I U H	P65 P74			2.6.2 2.6.3	(V) Social responsibility (V) Competence (V) Flexibility (V) Democratic process
11. The student is able to co-ordinate words and non-verbal cues (gestures, expressions, posture, eye contact) so that messages may be clearly understood by the listener or audience (i.e. avoid hidden or double messages).	I U H	P65 P74	5 8	5		(V) Communicating (V) Clarity

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept (V) Value Words
3.1.3 Speaking and listening (Cont.)						
12. The student is able to adapt the formality of his or her speech to the listener or audience addressed, and the circumstances in which he or she is speaking (e.g. distinguish between appropriate and inappropriate uses of jargon, slang, etc., and adjust wording accordingly).	P I U H	P65 P74	5 8 10	5		(V) Flexibility (V) Competence (V) Discrimination
13. The student is able to "stick to the point" in conversation or discussion.	P I U H	P65 P74	5 8 10			(V) Social responsibility (V) Efficiency
14. The student knows techniques which aid accurate interpretation of what others say, and enable one to respond appropriately in group discussion or conversation (e.g. concentrating attention; preparing for discussion).	P I U H	P7	5 8 10			
15. The student is able to concentrate his or her attention on what others are saying in conversation or discussion, rather than interrupting, creating distractions, or simply waiting for a chance to talk.	P I U H	P12 P65	5 8 10			(V) Thoughtfulness (V) Social sensitivity (V) Communicating
16. The student is able to prepare appropriately for informed speaking and listening in discussions of particular subjects, issues, problems, or tasks.	I U H	P65	5 8 10		2 1.2	(V) Knowledgeability (V) Resourcefulness (V) Efficiency

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3.1 Language and communication skills

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept / (V) Value Words
3.1.3 Speaking and listening (Cont.)						
17. The student is able to use appropriate forms and procedures to aid recall and interpretation of information one hears (e.g., notetaking, tape recording).	I U H	P12 P65	6	5	2.1 2.2	(V) Communicating
18. The student is able to use appropriate strategies to clarify meaning of what is heard (e.g., questioning conversation; locating and using supplementary information).	P I U H	P12 P65	6	5		(V) Clarity (V) Resourcefulness (V) Communicating
19. The student knows that listening is enhanced and made meaningful if one is able to relate what is heard to one's own perceptions, experience, ideas, or feelings as he or she listens (e.g., visualize objects, events; associate concepts).	P I U H	G2 K8	6	5		(V) Communicating
20. The student is able to use basic conventions and courtesies of audience listening (e.g., silence, attention, participation in appropriate group response).	P I U H	P12 P65	6	5		(V) Thoughtfulness (V) Social responsibility (V) Enjoyment (V) Appreciativeness
21. The student is able to follow spoken directions.	P	P12				
22. The student is able to listen selectively for instructions, main ideas, supporting details, etc. which are relevant to his or her current interests, purposes, or informational needs.	P I U H	P12 P23 P43				(V) Discrimination (V) Competence (V) Resourcefulness

3. Basic education and social science
3.1 Language and communication skills

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
3.1.3 Speaking and listening (Cont.)						
23. The student is able to assess the validity or completeness of logic used in informative or persuasive presentations.	I U H	P22 P24			2.2	(V) Rationality (V) Logic (V) Logical consistency (V) Judgment
24. The student is able to use appropriate criteria and procedures for evaluating the credibility of a speaker, the speaker's message, or supporting data, withholding judgments or conclusions until adequate information is acquired and checked.	U H	P21 P24			2.2	(V) Judgment (V) Insight
25. The student is able to organize and give an oral presentation according to a conventional or specified format (e.g., introduction, main body, conclusion).	I U H	P74	3			
26. The student is able to connect ideas when speaking to a group or audience (e.g., order main points logically, relate them to supporting details, re-state for emphasis or coherence, use appropriate transitional words and phrases).	I U H	P74	3	5		(V) Clarity (V) Communicating (C) Continuity
27. The student is able to use definitions, examples, descriptions, comparisons and re-statements to explain difficult terms or ideas to listeners.	I U H	P74	5 8			(V) Clarity

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3. Basic education and social science
3.1 Language and communication skills

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
3.1.3 Speaking and listening (Cont.)						
28. The student is able to prepare and use appropriate materials to accompany an oral presentation, based on content of speech, size and type of audience, and purpose of presentation (e.g. handouts, graphic displays for chartboard).	I U H	P66 P67 P76	5			

3. Basic education and social science
3.1 Language and communication skills

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
3.1.4 Viewing (Film, TV) (See also: Course Goals in Language Arts; 7.6 Visual literacy)						
1. The student knows reasons for the importance of "visual literacy" for people living in today's world (e.g. effect of TV, film or communication within and among cultures; on rate or diffusion of ideas, information, attitudes, on political, economic, social decision-making; need for skill in interpreting conventions, techniques of persuasion--as consumer, citizen, family member).	P I U H	K6 K8	2 3 6	, 5	10.5.3.4	(V) Literacy (C) Mass media (C) Mass society
2. The student knows that since film and TV are audio-visual media, and can show us moving as well as static images and symbols, they engage viewers' attention and transmit information through multiple codes used in combination.	P I U H	G2 K7	2 3 6			(C) Communication
3. The student is able to analyze ways in which a film or TV presentation uses sound and sight codes to transmit information (e.g., speech sounds, graphic symbols, words, numbers, designs, etc.--music, environmental sounds, body language, uses of color, lighting, movement).	P I U H	P43	6			

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3. Basic education and social science
3.1 Language and communication skills

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
3.1.4 Viewing (Film, TV) (Cont.)						
4. The student is able to recognize ways that a film or TV presentation extends or alters what one would normally be able to see or hear in a situation (e.g., zoom shots, close-ups, slow-motion, stop-action sequence).	P I U H	P45	6			
5. The student knows unique characteristics of film (movies) and of television as media for public communication or artistic expression (e.g., capabilities and limitations of each).	I U H	K3 K5	6			(V) Appreciativeness (V) Cultural arts (V) Knowledgeability (V) Cultural tools
6. The student knows that television is classified as mass media because it sends the identical electronic messages to people who are socially and geographically separate.	I U H	K5	3			(C) Mass media
7. The student is able to recognize conventions distinguishing various types of television programs (e.g., news broadcasts, situation comedies, documentaries) and their intended audiences and purposes.	P I U H	P44 P45	6			
8. The student is able to recognize techniques of propaganda and persuasion widely used in television (e.g., in commercials, editorial commentary, entertaining and informational programs).	P I U H	P44 P45	6 7	3		(V) Knowledgeability (V) Rationality (V) Discrimination

3. Basic education and social science
3.1 Language and communication skills

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
3.1.4 Viewing (Film, TV) (Cont.)						
9. The student knows that television, because of the nature of the medium and the conventions employed in network and local scheduling, compresses time and space and often uses stereotyped characters and situations.	I U H	G2 K6 K7	6			
10. The student is able to recognize stereotyped characters and situations portrayed in films or on television.	I U H	P44 P45	6	5		(V) Discrimination
11. The student knows that standards used to judge the validity of ideas or information presented in speeches or writing apply as well to filmed or televised information (e.g., logical consistency; relevance, accuracy, adequacy of facts supporting claims or conclusions).	I U H	G2 K9	6	5		(V) Judgment
12. The student is able to detect logical inconsistencies, biases or distortions in information (or in supposedly "realistic" situations) presented in films or on television.	P I U H	P22 P24 P43	6	5		(V) Discrimination (V) Judgment (V) Rationality (V) Social sensitivity
13. The student is able to select and use appropriate criteria and procedures for evaluating the worth, content validity, or significance of films and television productions.	I U H	P47	6 7	5		(V) Discrimination (V) Judgment (V) Rationality (V) Social sensitivity

3. Basic education and social science
3.1 Language and communication skills

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
3.1.4 Viewing (Film, TV) (Cont.)						
14. The student is able to function as a selective viewer of films and television, choosing: a) films or programs appropriate for current interests or informational needs; b) information from the films or programs viewed which is relevant to his or her particular interest or inquiry objective.	P I U H	P33 P45 P65	5 6 7	5		(V) Self-direction (V) Resourcefulness

3. Basic education and social science
3.2 Mathematic skills

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
3.2.1 Arithmetic skills						
1. The student knows the importance of basic math skills to effective living in a modern society.	P I U H	G2 K6 K9	5 7	2 3 5		(V) Competence (V) Resourcefulness (V) Tools
2. The student knows the place value represented by each digit in a whole or decimal number.	P I U H	K2	5	5		(V) Competence (V) Knowledgeabilit (V) Competence
3. The student is able to write mathematical symbols correctly, observing conventions of placement and form needed to accurately represent numerical values, operations or relationships.	P I U H	P75	5	5		(V) Competence (V) Accuracy
4. The student is able to estimate answers to simple addition, subtraction, multiplication, or division problems.	P I U H	P51	5	5		(V) Resourcefulness (V) Efficiency
5. The student is able to add, subtract, multiply and divide whole, decimal, and fractional numbers.	P I U H	P35 P63	5	5		(V) Competence
6. The student is able to check answers arrived at through addition, subtraction, multiplication, or division.	P I U H	P22 P35	5	5		(V) Competence (V) Accuracy
7. The student is able to use mathematical shortcuts (e.g., moving decimal to left when dividing by 10, 100, 1000).	P I U H	P35	5	5		(V) Efficiency
8. The student is able to round off a number (e.g., 5.687 to the nearest hundredth is 5.69).	P I U H	P35	5	5		(V) Efficiency

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3. Basic education and social science
3.2 Mathematic skills

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
3.2.1 Arithmetic skills (Cont.)						
9. The student is able to rename any whole, decimal, or fractional number as a percent.	I U H	P35	5	5		(V) Competence
10. The student is able to compute percentage problems.	I U H	P35	5	5		(V) Competence
11. The student is able to compute ratios and express them as fractions. in lowest terms.	I U H	P35	5	5		(V) Competence
12. The student knows the rule of proportion: In any proportion the cross products are equal (e.g., 1/2 = 2/4, 2 x 2 = 4, and 1 x 4 = 4).	I U H	K2	5	5		(V) Competence
13. The student is able to use the rule of proportion (e.g., if 40 feet of rope weighs 6 pounds, how much would 100 feet weigh?).	I U H	P35	5	5		(V) Competence (V) Resourcefulness
14. The student is able to translate word problems into equivalent mathematical equations.	P I U H	P35	5	5		(V) Competence (V) Resourcefulness
15. The student is able to select the appropriate mathematical formulas or operations for the solution of common problems (e.g., figuring gas mileage, balancing checkbook).	P I U H	P33 P35	5	5		(V) Competence (V) Resourcefulness (V) Problem-solving
16. The student is able to perform basic math operations accurately in managing personal, family, or organizational finances.	I U H	P35	5 9	2 5	5.9	(V) Competence (V) Accuracy (V) Responsibleness (V) Security

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3. Basic education and social science
3.2 Mathematic skills

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
3.2.1 Arithmetic skills (Cont.)						
17. The student is able to use mechanical and electronic aids to computation (e.g., counter, calculator).	P I U H	P65	5	5		(V) Competence (V) Resourcefulness (V) Efficiency (V) Tools

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3. Basic education and social science
3.2 Mathematical skills

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
3.2.2 Measurement and statistical skills						
1. The student knows functions of objective, standardized measurements (units, instruments, principles, procedures, symbols) in the lives of individuals and societies (e.g., reducing or resolving uncertainty about physical, psychological, social phenomena; enabling development of technological, economic systems).	I U H	K7	3			(V) Cultural skills (V) Cultural knowledge (V) Knowledgeability (V) Tools (V) Inquiry (V) Competence (V) Problem-solving
2. The student is able to identify from his or her own experience, contexts in which standardized measurement (by self or others) contributes to the satisfaction of physical, emotional, social or cognitive needs (e.g., taking one's temperature; telling time; playing or scoring a game; determining progress toward learning goals).	P I U H	P45	3 12		5.5.3.1 6.1.3.2 6.1.3.3 6.2.1 6.4.8 10.6.1	See goal 1. Also: (V) Self-knowledge (V) Insight
3. The student knows agencies, processes and problems associated with national and international standardization of various units of measure.	I U H	K2 K7	2			See goal 1.
4. The student knows terms associated with accuracy of measurement including tolerance, precision, relative error, and greatest possible error.	I U H	K1 K2	3 5			See goal 1.

3. Basic education and social science
3.2 Mathematical skills

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
3.2.2 Measurement and statistical skills (Cont.)						
5. The student is able to use appropriate units, instruments, procedures and symbols for measuring and representing physical or spatial properties of objects (e.g., linear dimensions, weight, volume, position, heat, velocity; using standard English or metric units).	P I U H	P45	5	5	6.1.1 6.1.3.2 6.1.3.5	See goal 1.
6. The student is able to interpolate a recording between units on the scale of a measuring instrument.	P I U H	P44	5	5		See goal 1.
7. The student is able to measure or tell time, using standard terms, units, symbols, and instruments.	P I U H	P44	5	5		See goal 1.
8. The student knows equivalent values of units within a measurement system (e.g., 12 inches = 1 foot).	P I U H	K2	5	5		See goal 1.
9. The student is able to convert a measurement in a particular unit to other units within a system (e.g., 4 yards = 12 feet).	P I U H	P44	5	5		See goal 1.
10. The student knows approximate equivalent values of related (comparable) units in different measurement systems (e.g., 1 meter is about 3.3 feet).	I U H	K2	5	5		See goal 1.
11. The student is able to convert measurements of the same dimension from one system to another (e.g., meters to yards or feet).	I U H	P35 P44	5	5		See goal 1.

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3. Basic education and social science
3.2 Mathematical skills

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
3.2.2 Measurement and statistical skills (Cont.)						
12. The student is able to determine equivalent measures within or across systems using a guide or conversion table (e.g., cups-pints; kilometers-miles).	I U H	P35 P44	5	5		See goal 1.
13. The student is able to perform basic arithmetic operations (+, −, x, ÷) with measures (e.g., 3 hours, 45 minutes + 2 hours, 20 minutes = 6 hours, 5 minutes).	P I U H	P35	5	5		See goal 1.
14. The student knows that just as differing subjective impressions of the world around us are clarified and reconciled by the use of standardized units of time, space, etc., differing subjective impressions of the economic value of goods, services, property, etc., are clarified and reconciled by the use of standardized monetary units to represent prices, costs, etc.	I U H	G2 K7 K10	3	5	5.5.3.1	See goal 1.
15. The student is able to make change for various amounts of money.	P I	P35	9			See goal 1. Also: (V) Responsibleness (V) Self-reliance
16. The student is able to use appropriate principles, symbols, operations and instruments to keep financial records, calculate costs, plan budgets, etc.	I U H	P32 P35 P63 P65	3 5 9		5.9	See goal 1. Also: (V) Responsibleness (V) Self-reliance
17. The student is able to interpret conventional forms and symbols for displaying financial or economic data.	I U H	P41			5.4.3 5.9	See goal 1.

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3. Basic education and social science
3.2 Mathematical skills

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
3.2.2 Measurement and statistical skills (Cont.)						
18. The student knows that statistics is a body of methods for the systematic handling of data, aimed at making decisions amidst uncertainty due to too much or too little information.	U H	K2 K7	4 6			See goal 1.
19. The student knows functions of statistics in the collection and interpretation of measurement data in physical and social sciences, including: enabling probability limits to be placed on the truth of statements made about a total system or population from analysis of a sample.	U H	K2 K7	4 6			See goal 1.
20. The student knows processes and purposes distinguishing descriptive statistics (e.g., collection, classification, computation, summarization of data into graphical displays, tables, etc. representing measured features and their identified relationships; for purpose of drawing inferences about sample or whole).	U H	K2	4 6			See goal 1.
21. The student knows terms and definitions associated with statistical inference, and ways they are related to "common sense" ideas about detecting errors, determining what caused what, etc. (e.g., reliability, validity, correlation, regression, distribution, level of confidence, level of significance, standard error).	U H	K1 K2 K10	4 5 6			See goal 1.

3. Basic education and social science
3.2 Mathematical skills

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
3.2.2 Measurement and statistical skills (Cont.)						
22. The student knows principles and procedures used for various types of statistical sampling (e.g., random sampling, matched test and control sampling).	U H	K2	4 5 6			See goal 1.
23. The student is able to select random samples from a population.	U H	P33	5			See goal 1.
24. The student is able to construct line segment graphs, charts and bar graphs to represent numerical data.	U H	P35	5			See goal 1.
25. The student is able to construct a frequency table from numerical data.	U H	P35	5			See goal 1.
26. The student knows the characteristics of the normal distribution.	U H	K2 K3	5			See goal 1.
27. The student knows the common measures of central tendency of data, such as mean, median, mode and percentile.	U H	K2	5			See goal 1.
28. The student is able to calculate the mean, median and mode of a set of numerical data.	H	P35	5			See goal 1.
29. The student is able to calculate ranges, standard deviations and variances.	H	P35	5			See goal 1.

3. Basic education and social science
3.2 Mathematical skills

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
3.2.2 Measurement and statistical skills (Cont.)						
30. The student is able to interpret statistical measures of central tendency, variability, and covariability (e.g., confidence, level of significance, significance ratios or tests, Type I and Type II errors, power of tests, and standards).	U H	P41	5			See goal 1.
31. The student is able to interpret statistical terms, symbols and displays as needed to comprehend designs and results of scientific experiments described in texts or related materials.	U H	P41	5		2.5.3	See goal 1.
32. The student knows meanings of basic terms of probability (e.g., sample, sample point, sample space, event, experimental results, probability of an event).	U H	K1 K2	5			See goal 1.
33. The student is able to apply concepts of statistical inference and probability when assessing the credibility of statements about cause-effect relationships (e.g., recognize differences between association and causality; recognize possibility of antecedent conditions, unidentified or external variables operating "causally" on factors identified in statement; recognize that predictive indicators are not necessarily "causes").	U H	P21 P22 P24	6 7		2.2	See goal 1. Also (V) Judgment (C) Causality (C) Skepticism

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3. Basic education and social science

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
3.3 Personal study skills						
1. The student is able to function as an independent learner in the classroom.	P I U H	P65	9	5		(V) Responsibleness (V) Self-direction (V) Self-reliance
2. The student is able to identify tasks that need to be accomplished.	P I U H	P62	9	5		(V) Planning
3. The student is able to identify elements of a task or goal (i.e. analyze a situation or problem--determine separate components to be dealt with; constraints on time, resources, etc.)	P I U H	P43	9	5		(V) Planning (V) Efficiency
4. The student is able to identify behaviors which would be helpful for self-study.	P I U H	P65	9	5		(V) Planning (V) Self-direction (V) Self-knowledge
5. The student is able to identify materials and activities helpful to achieving an objective or goal.	P I U H	P63	9	5	2.1.2	(V) Resourcefulness
6. The student is able to identify persons in the classroom, the school, or local vicinity who could be of help on a project.	P I U H	P63	9	5	2.1.2	(V) Resourcefulness
7. The student is able to schedule his or her working time according to the task(s) to be done, and the constraints under which he or she is working (e.g. deadlines; times that needed facilities or materials are accessible).	P I U H	P65	9	5	2.1.2	(V) Planning (V) Self-direction

3. Basic education and social science

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
3.3. Personal study skills (Cont.)						
8. The student is able to use appropriate procedures to avoid unnecessary distractions, interruptions, etc. while attempting to concentrate on a task.	P I U H	P65	9	5		(V) Resourcefulness (V) Self-direction
9. The student knows characteristics of a self-motivated learner.	P I U H	K3	9	5		(V) Initiative (V) Self-direction (V) Self-fulfillmen (V) Curiosity
10. The student knows factors to consider in establishing personal goals related to classroom performance.	P I U H	K9	9	5	2.6.5	(V) Planning (V) Problem-solving (V) Self-reliance
11. The student is able to set realistic and appropriate goals related to classroom performance.	P I U H	P65	9	5	2.6.5	(V) Planning (V) Problem-solving (V) Self-reliance (V) Self-respect

SOCIAL SCIENCE

4. Anthropology

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.1 Major problems investigated						
1. The student knows that anthropology is the study of humankind in all our physical and cultural aspects.	P I U H	K2 K3	3			(V) Inquiring (V) Insight
2. The student knows that anthropologists try to answer scientifically questions similar to those he or she may have asked about human origins, human nature, or human differences (e.g., Where did we come from? Who were the first people? Why do people have different colors, languages, beliefs? How do other people live?)	P I	G2 K3	3	3 4		See goal 1.
3. The student knows major themes of anthropological inquiry, including: human evolutionary development, human nature, the nature of culture, cultural diversity.	U H	K3	3	3 4		See goal 1.
4. The student knows that anthropologists attempt to identify significant facts about humankind, and to interpret them in the broadest possible context of space, time, and theory.	H	G2 K3	3 4	3 4		See goal 1. Also: (V) Comprehensiveness
5. The student knows reasons why new discoveries, studies, or theories in the field of anthropology often become academically or socially controversial (e.g., they may challenge long-held traditions, assumptions, or beliefs).	P I U H	G2 K3	4 13	3 4		See goal 1.

4. Anthropology

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.1 Major problems investigated (Cont.)						
6. The student knows characteristics distinguishing anthropological inquiry from pre-scientific attempts to answer questions about humanity through myth, religion, or philosophy (e.g., basic assumptions, criteria for acceptability or validity, methods by which explanations are derived).	I U H	G2 K3 K5	3 4	3 4	2.2	See goal 1.
7. The student knows that in the attempt to accumulate, interpret, and validate knowledge about the human species, anthropology shares theory, evidence, and methods with a variety of other disciplines (e.g., biology, paleontology, sociology, psychology).	I U H	K3	4			See goal 1.
8. The student knows that anthropologists attempt to study human nature scientifically through careful observation of how people behave in different cultures.	P I U H	K2 K7	4	3		See goal 1.
9. The student knows ways in which studies of such diversified subjects as fossils, blood types, animal behavior, languages, and ways of life in remote societies all contribute to the understanding of human nature.	I U H	K3 K8	4 11 12 13			See goal 1. Also: (V) Diversity (V) Complexity (V) Order (regularity) (V) Unity
10. The student knows reasons for problems encountered in attempts to arrive at a scientific definition of human nature.	H	G2 K3	4			See goal 1.

4. Anthropology

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.1 Major problems investigated (Cont.)						
11. The student knows ways in which the study of anthropology may contribute to one's own self-knowledge.	P I U H	G2 K3	13	1		See goal 1. Also: (V) Self-knowledge
12. The student knows ways that anthropology contributes to human understanding of one another's ideas, values, and behavior (e.g., reveals commonalities which underlie differences; knowledge of a particular culture's patterns and beliefs allows in-context interpretation of a member's behavior).	P I U H	G2 K3	3 13	1		See goal 1. Also: (V) Cultural knowledge (V) Empathy (V) Diversity (V) Unity
13. The student knows ways in which anthropological knowledge contributes to one's understanding of historic and current institutions and events (e.g., see diversification of economic, political, educational functions in context of cultural evolution).	U H	G2 K3	3 13	1		See goal 1. Also: (V) Cultural knowledge

4. Anthropology

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.2 Physical anthropology						
1. The student knows that physical anthropology focuses on the physical evolution and variation of the human species, applying principles, facts, theories, and methodology of biological and physical sciences.	I U H	K2 K3 K5	3			(V) Inquiring (V) Knowledgeability

SOCIAL SCIENCE

4. Anthropology
4.2 Physical anthropology
4.2.1 Major concepts and principles

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.2.1.1 Adaptation and natural selection						
1. The student knows various referents of the concept "adaptation" (e.g., inherited structures and functions that equip a particular organism for particular living conditions; the genetic modifications through which particular organisms become suited to particular environments; the ability of a population to tolerate selective forces and to master environmental problems).	H	K2	3			(V) Diversity (V) Complexing (V) Respect for lif (C) Adaptation
2. The student knows that an organism's inherited characteristics (body structure and functions) equip it for living and reproducing in a particular environment (e.g., in a certain climate, habitat; among certain other kinds of organisms).	P I U	G1 G2 K3 K7	1 3			See goal 1.
3. The student knows that organisms depend on the physical elements and the other organisms present in the environment to which they are adapted, for food, respiration, protection, reproduction, etc.	P I U	G1 G2 K3 K6	3			See goal 1.
4. The student knows that when organisms move into a new environment or when elements in their native environment change, surviving generations became adapted to the new conditions (i.e., some hereditary characteristics are modified to suit the new conditions).	P I U	G1 G2 K3	3			See goal 1.

SOCIAL SCIENCE

4. Anthropology
4.2 Physical anthropology
4.2.1 Major concepts and principles

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.2.1.1 Adaptation and natural selection (Cont.)						
5. The student knows that adaptation occurs naturally (through natural selection); that is, organisms who mature and reproduce pass on to offspring characteristics that enabled them to survive; and organisms born with characteristics unsuited to their environment don't live to reproduce those characteristics in offspring.	P I U	G1	3			See goal 1.
6. The student knows reasons why organisms with different physical characteristics (i.e., adapted to different environmental conditions) may nevertheless have common ancestors.	P I U H	G2 K3 K5	3			See goal 1.
7. The student knows that before discoveries in the field of genetics enabled scientists to understand the mechanisms involved, the concepts of adaptation and natural selection were advanced by Charles Darwin as logical propositions to account for the observed variety of species, similarities and differences among them, the extinction of some species, etc.	I U H	K1 K3 K4	2			See goal 1.

4. Anthropology
4.2 Physical anthropology
4.2.1 Major concepts and principles

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.2.1.1 Adaptation and natural selection (Cont.)						
8. The student knows significant contributors, discoveries, and theories leading to present-day understanding of genetic mechanisms and processes, and the contexts in which discoveries were made or theories formulated (e.g., Mendel, Watson, and Crick).	I U H	K1 K3 K4	1 2 3 4	1		See goal 1.
9. The student knows that human populations adapt to their environments as do populations of other organisms.	P I U H	G1 K3 K6	3		10.6.2	See goal 1.

SOCIAL SCIENCE

4. Anthropology
4.2 Physical anthropology
4.2.1 Major concepts and principles

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.2.1.2 Genetic transmission						
1. The student knows that life is transmitted as an organism's cells divide and reproduce themselves, and as specialized cells from separate organs or organisms combine to generate new organisms.	P I U H	G1 K3	1 3			(V) Respect for lif
2. The student knows that life is transmitted through the activities of genetic materials within cells; e.g., DNA, RNA, genes, chromosomes.	P I U H	G1 K3	1 3			See goal 1.
3. The student knows roles of DNA, genes, and chromosomes in the life cycle of a cell.	I U H	K3 K7	1 3			See goal 1.
4. The student knows roles of DNA, genes, and chromosomes in bisexual reproduction (i.e., the production of a new individual organism from two parent cells).	I U H	K3 K7	1 3			See goal 1.
5. The student knows that genetic materials code a cell or organism's potential; e.g., the structure and functions it could have, the responses it is capable of making to various elements of its environment.	I U H	G1 K7	1 3		9.5.1	See goal 1.

4. Anthropology
4.2 Physical anthropology
4.2.1 Major concepts and principles

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.2.1.2 Genetic transmission (Cont.)						
6. The student knows distinctions between genotype (genetic potential; traits that could be developed or transmitted to offspring, whether or not they are exhibited by the population, organism, or cell in question) and phenotype (traits exhibited by the population, organism, or cell in question, as a result of interacting genetic and environmental factors).	I U H	K2 K5	3 5			See goal 1.
7. The student knows that a population is a group of organisms who share a "pool" of genes, and are likely to mate with one another rather than with members of any other group.	P I U	K1 K2 K3	3			See goal 1.
8. The student knows basic vocabulary of population genetics, including: population, gene pool, variability, mutation, allele, frequency, polymorphism, equilibrium, gene flow.	I U H	K1 K2 K3	3 5			See goal 1.
9. The student knows genetic laws and principles applying to human and non-human populations (e.g., segregation, independent assortment of genes; frequency of dominant and recessive alleles in gene pool).	I U H	G1 K3	3			See goal 1.

4. Anthropology
4.2 Physical anthropology
4.2.1 Major concepts and principles

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.2.1.3 Evolution of populations						
1. The student knows that evolution may be defined as change in the frequency of particular genes in a breeding population or gene pool.	I U H	K1 K2	3			(C) Evolution
2. The student knows factors at work in the evolution of human populations, including: variability, mutation, natural selection, random selection (genetic drift), isolation, hybridization, sexual selection, social selection.	I U H	K3	3			(V) Diversity (V) Complexity (V) Respect for life (C) Evolution
3. The student knows that isolation mechanisms are geographic or cultural factors which effectively "isolate" a breeding population (gene pool) over a period of generations; i.e., which keep members of a group mating with other members of that group, rather than with outsiders.	I U H	K2	3			
4. The student knows that a single polymorphic gene pool (breeding population) may give rise to separate populations which, in adapting to different habitats, become more and more distinct genetically as time goes by.	I U H	G2 K3	3			
5. The student knows relationships between the evolution of populations and the diversification of species (speciation, radiation).	I U H	G1 K4 K6	3			(C) Differences/ Differentiation

4. Anthropology
4.2 Physical anthropology
4.2.1 Major concepts and principles

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.2.1.3 Evolution of populations (Cont.)						
6. The student knows that within a species, geographically separated populations that develop somewhat distinctive genotypes or phenotypes may be known as stocks, varieties, breeds, races, isolates, etc.	P I U H	K1 K2	3			
7. The student knows that subspecific groupings (sub-species, races, stocks, breeds, varieties, isolates, etc.) lack the sharp genetic boundaries which characterize species; e.g., hybrids between valid species are as rare in the natural world as hybrids between sub-specific categories are common.	I U H	K3	3			
8. The student knows that humankind is, and may always have been, one polytypic species consisting of a large number of geographic varieties (races, stocks, populations, etc.).	I U H	K3	3			

SOCIAL SCIENCE

4. Anthropology
4.2 Physical anthropology

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.2.2 Theory and methods						
1. The student knows that early studies in physical anthropology were aimed at establishing racial typologies.	I U H	G2 K3 K4	2			(V) Research
2. The student knows procedures and tools used by early physical anthropologists in the attempt to identify and describe physical characteristics distinctive of races.	U H	K3 K7	2 4			See goal 1.
3. The student knows difficulties encountered by anthropologists attempting to establish racial typologies (e.g., inconclusive research data; need to make arbitrary distinctions where discrete and unique groupings did not appear).	P I U H	K3	1 4			See goal 1. Also: (V) Complexity (V) Diversity
4. The student knows that current studies in physical anthropology focus on genetic, rather than phenotypic variation in populations, and on the processes by which such variation is produced.	I U H	G2 K3 K4	4			See goal 1.
5. The student knows arguments and evidence for contrasting theories of human evolution (e.g., single ancestral stock vs. parallel evolution).	I U H	K3 K5	3			See goal 1.

4. Anthropology
4.2 Physical anthropology

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.2.2 Theory and methods (Cont.)						
6. The student knows tools, techniques, and principles basic to the interpretation and dating of fossil remains by physical anthropologists, paleontologists, archaeologists, etc., (e.g., measurements made, site data recorded, laboratory techniques and equipment involved).	P I U H	K3 K7	4		4.3.3.1	(V) Tools
7. The student knows tools, techniques, and principles involved in the observation of living primates by physical anthropologists (e.g., how and why social behavior of chimps is observed under natural conditions).	P I U H	K3 K7	4		2.1.3 9.3	(V) Tools
8. The student knows tools, techniques, and principles involved in research in the field of population genetics (e.g., how and why blood samples are collected, analyzed, typed, clines calculated).	I U H	K3 K7	4	3 4		(V) Tools
9. The student knows scientists and sponsoring institutions involved in major discoveries or theoretical developments of 20th century physical anthropology.	P I U H	K1 K3	2 4	1		

4. Anthropology
4.2 Physical anthropology

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.2.3 The Primate order						
1. The student knows that the Primate order evolved during the Cenozoic era, about 70 million years ago.	P I U H	G2 K6	1 3			
2. The student knows that primates evolved as arboreal animals (i.e., living and moving about in trees).	P I U H	G2 K4 K6	1 3			

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4. Anthropology
4.2 Physical anthropology
4.2.3 The Primate order

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.2.3.1 Characteristics of primates						
1. The student knows anatomical characteristics of primates (e.g., grasping fingers, opposable thumb, excellent eyesight-stereoptic vision; flexible wrist, flat finger and toenails).	P I U H	K3	1			
2. The student knows behavioral characteristics common to primates, including: overlapping of home ranges for feeding and movement; organized troops or bands of members; play as central to learning; communication through vocalization and gestures; fighting or physical threat within groups to establish dominance.	P I U H	K3	1			
3. The student knows characteristics of primate reproduction and development, including: single birth tendency, prolonged period of maturation under protection of organized social group.	P I U H	K3	1			

SOCIAL SCIENCE

4. Anthropology
4.2 Physical anthropology
4.2.3 The Primate order

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.2.3.2 Classification of primates						
1. The student knows that a taxonomy of organisms records the separate existence of natural groupings of like organisms, represents the degrees of kinship among different kinds of organisms, and allows us to classify and name living and extinct organisms according to these natural relationships.	I U H	G1 K2 K3 K7	3 4			(C) Order
2. The student knows that the Linnean taxonomy provides the basis for scientific classification and naming of living and extinct organisms (i.e., it's what we use to answer the question, "What is it?")	P I U H	G2 K2 K7	3 4			(V) Models (V) Tools (V) Cultural knowledge
3. The student knows that Linneaeus grouped organisms by similarities and differences in their body structures.	I U H	G1 K5 K9	2 4			
4. The student knows that Linnaeus' taxonomy was intended only to describe an existing "order of things", rather than to suggest how such order might have come about.	I U H	G2 K3	4			(V) Relevance (V) Accuracy
5. The student knows that humans, apes, monkeys, lemurs, and tarsiers were grouped by Linnaeus as constituting the order of Primates.	P I U H	K1 K2 K5	2 4			

4. Anthropology
4.2 Physical anthropology
4.2.3 The Primate order

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.2.3.2 Classification of primates (Cont.)						
6. The student knows that taxonomists since Linnaeus have added new levels and categories, refined criteria, reclassified organisms, etc., in response to advances in such fields as comparative anatomy, genetics, paleontology, and biochemistry.	I U H	K3 K4	2 4			(V) Progress (V) Comprehensiveness
7. The student knows hierarchal levels of the modern Linnean taxonomy including: kingdom, grade, phylum, sub-phylum, class, infra-class, order, infra-order, sub-order, superfamily, family, genus, species.	I U H	K2 K5	3 4			
8. The student knows criteria by which species are distinguished from sub-specific groupings in the Linnean taxonomic system (e.g., members of two different species can't produce offspring; members of two different races within a species can).	P I U H	K2 K5 K10	3 4			(V) Order (Regularity) (V) Relevance
9. The student knows that each level of a Linnean taxonomy consists of comparable, mutually exclusive groupings of lower level categories (e.g., definition of a family applies to each family-level category; no genus belongs to more than one family).	I U H	K2 K5	3 4			(V) Order (Regularity)

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4. Anthropology
4.2 Physical anthropology
4.2.3 The Primate order

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.2.3.2 Classification of primates (Cont.)						
10. The student knows that members of a particular taxonomic category are also members of the higher level categories to which it belongs (e.g., all humans are Homo sapiens, therefore, members of genus Homo, family Hominid, superfamily Hominoid, etc.).	P I U H	K2 K5	3 4			(V) Order (Regularity)
11. The student knows higher level categories of which primates are members (e.g., infra-class - eutherians; class - mammals; sub-phylum - vertebrates; phylum - chordates; kingdom - animals).	P I U H	K2 K5	3			
12. The student knows reasons why Linnean categories have Latin names (e.g., advantage of internationally standardized terminology, systematic use of word order, word endings).	P I U H	K1 K2 K7	3 4			(V) Order (Regularity) (V) Communicating
13. The student knows that an organism's scientific name consists of the Latin words which designate the genus (e.g., Homo) and species (e.g., sapiens); i.e., the two lowest level categories within which it is classified in the Linnean taxonomic system.	P I U H	K1 K2 K5	3			

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.2.3.2 Classification of primates (Cont.)						
14. The student knows that the ending of a Linnean category's scientific name indicates the taxonomic level of the category: i or ea - suborder; informes - infraorder; oidea - super-family; idae - family; inae - sub-family.	I U H	K1 K2 K5	3			(V) Order (Regularity)
15. The student knows that Linnean sub-categories which match popularly recognized groups (e.g., apes) may have common English names, but the common names don't indicate the group's taxonomic level (i.e., the nature or degree of members' relatedness) as do scientific names.	I U H	K1 K2 K5	3			
16. The student knows that in popular usage, Linnean categories are sometimes referred to by Anglicizing the endings of the scientific names (e.g., Hominidae = Hominids), particularly if the category in question has no common English name.	I U H	G2 K1 K3	3			
17. The student is able to use Latin, Anglicized, or common names as appropriate for reference to particular sub-categories of primates.	I U H	P33 P47	3			
18. The student is able to associate particular Primate subcategories with their appropriate taxonomic levels (e.g., Hominoidea are a superfamily, Hominidae a family, Homo a genus).	I U H	P43 P44	3			

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.2.3.2 Classification of primates (Cont.)						
19. The student is able to associate particular Primate subcategories with lower level subcategories of which they are composed (e.g., Hominoidea include Oreopithecidae, Pongidae, Hominidae).	I U H	P43 P44	3			
20. The student is able to associate particular Primate subcategories with higher level categories to which they belong (e.g., Hominoidea belong to Anthropoid suborder of Primates).	I U H	P43 P44	3			
21. The student knows commonalities by which particular Primate subcategories are defined; i.e., the characteristics distinctive of membership in particular infra-orders, suborders, superfamilies, families, or genera under study.	I U H	K2 K3 K5	4			
22. The student knows instruments, procedures, and resources used by scientists trying to determine what a newly discovered organism or fossil "is."	P I U H	K2 K7	4	3 4		(V) Tools
23. The student knows problems involved in the classification and naming of extinct Primates (e.g., skimpy evidence; new evidence which results in need to re-classify or re-name earlier discoveries).	P I U H	K3 K7	4			

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.2.3.2 Classification of primates (Cont.)						
24. The student knows primates or primate sub-groups which are classified or named differently by different taxonomists, and reasons for the confusion.	P I U H	K1 K5 K8	1 2 4			

4. Anthropology
4.2 Physical anthropology

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.2.4 Human physical evolution						
1. The student knows anthropologists believe that the modern human form (Homo sapiens) has developed through processes of biological evolution during approximately 1½ billion years.	P I U H	G2 K3 K4	1 3			(V) Respect for life
2. The student knows that "human physical evolution" refers to the emergence, over geologic time, of increasingly "human" sets of physical characteristics in certain primate populations, as revealed by fossilized remains of their bones, teeth, etc.	P I U H	K2 K3	1 3			(C) Evolution
3. The student knows structural and functional characteristics that distinguish humans from other primates (e.g., size and shape of skull; enlarged brain; structure of mouth; throat adapted for speech; pelvis, leg bones for upright posture and movement).	P I U H	K3 K5 K9	1 3			(V) Respect for life
4. The student knows that humans are characterized by a degree of social organization that enables individuals to mature slowly and live long (past reproductive maturity), learning and passing on skills by which populations survive in a variety of environments for which they are not otherwise adapted.	P I U H	G1 K3 K6 K8	3		4.3.1.3 4.3.4 10.5	(V) Respect for life (V) Cultural skills (C) Social organization (C) Adaptation (C) Maturation (C) Interdependence

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.2.4 Human physical evolution (Cont.)						
5. The student knows that some physical characteristics of modern humans probably evolved before others (e.g., upright carriage preceded enlargement of brain from ape- to human-size).	P I U H	G2 K4	1 3			
6. The student knows that as primate populations evolved, some characteristics probably had survival advantage only in combination with other adaptations (e.g., extended life span would be detriment if populations hadn't developed speech/learning/tool-making capabilities).	P I U H	G2 K3 K6	1 3			(C) Interdependence (C) Adaptation
7. The student knows roles of tool- and fire-making in human evolution (e.g., use of fire enabled species to extend range, diet, hours of activity, etc., without further anatomical adaptations, thus shifting direction of selective pressures).	P I U H	K7 K8	3		4.3.4 7.5.3.1	(V) Tools (C) Adaptation
8. The student knows ways in which the ability to speak may have directed the further course of human evolution (e.g., permitted populations to pass on lore and skills needed in place of anatomical specialization, and led to extended life span in which offspring learned survival skills from elders).	P I U H	K4 K8	3		4.3.4	(V) Cultural knowledge (V) Cultural skills (V) Education (V) Language (C) Language (C) Communication

4. Anthropology
4.2 Physical anthropology

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.2.4 Human physical evolution (Cont.)						
9. The student knows that human evolution may be conceived of in four major stages since the last common ancestor of anthropoids and man: (1) manlike apes, (2) apelike man, (3) primitive species of man, (4) fossil types of Homo sapiens (our species).	P I U	K4 K5	3			
10. The student knows issues related to the classification of fossil remains as human or pre-human (e.g., characteristics by which "humanness" should be defined, implications to be drawn from fossil fragments and their surroundings).	I U H	K3 K7	4			

4. Anthropology
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4.2.4 Human physical evolution

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.2.4.1 Fossil primates/geologic time (See also: 4.3.3.1 Archaeology)						
1. The student knows the sequence in which major branches of the Primate order first emerged, as evidenced by fossil discoveries (e.g., prosimians, new world monkeys, old world monkeys and apes, Hominids, Homo sapiens).	P I	K3 K4	1 3			
2. The student knows approximate geographic ranges of major groups of fossil primates, based on fossil evidence.	P I U H	K6	1 3			
3. The student knows reasons why the question of "when" a fossil primate lived--in relation to us, to other known fossil primates, or to geologic events--is of major importance in reconstructing the pattern of human evolution.	P I U H	K6	3 4			(C) Time
4. The student knows that the question of "when" a fossil primate lived cannot always be answered in numbers of years, but careful study of a site often reveals "when" in relation to a sequence of geologic events (e.g., deposit was formed after X, before Y; deposit was formed during Z).	P I U H	K4 K6 K7	4			(C) Time
5. The student knows that the geologic timetable provides anthropologists with a frame of reference for dating individual fossils (identifying their antiquity, or when they lived) in relation to known geologic events (climatic changes, etc.), and for relating fossil primates to each other in time.	P I U H	K2 K6 K7	4			

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.2.4.1 Fossil primates/geologic time (Cont.)						
6. The student knows basic elements of the conventional geologic time-table (e.g., division of pre-history into eras, periods, epochs; bases for divisions).	I U H	K2 K5	4 5			
7. The student knows that the numbers of years associated with particular eras, periods, epochs, or stages of epochs are estimates which are argued, revised, etc., as the technology of absolute dating improves.	I U H	K3 K7	4			
8. The student knows the sequence of epochs within the Cenozoic era (era of primate evolution); i.e., Paleocene, Eocene, Oligocene, Miocene, Pliocene, Pleistocene.	I U H	K1 K2 K4	3 5			
9. The student knows geologic events and environmental conditions represented by the names of epochs (or stages of epochs) often referred to in classifying or describing primates (e.g., Early, Middle, Late Pliocene; Glacial and Interglacial stages of Pleistocene).	I U H	K1 K2 K4	1 3			
10. The student knows that fossil primates are often referred to by excavation site and epoch, particularly if they are recent finds, or types whose taxonomic position has not been agreed upon.	P I U H	G2 K2 K7	4 5			

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4. Anthropology
4.2 Physical anthropology
4.2.4 Human physical evolution

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.2.4.1 Fossil primates/geologic time (Cont.)						
11. The student knows kinds of materials that provide clues to the epoch or phase in which a fossil primate lived (e.g., surrounding fossils of other animals; pollen; rock, sand, or soil of strata).	P I U H	K3 K7	4			
12. The student knows geologic times or numerical dates assigned to the remains of particular fossil primates to which he or she has reference.	P I U H	K2 K6	1 3 5			
13. The student knows geologic epochs within which particular suborders, superfamilies, or families or primates evolved, based on fossil evidence.	P I U H	K6	1 3			
14. The student knows geologic times or numerical dates conventionally associated with the evolution or emergence of "human" characteristics in populations of fossil primates (e.g., upright posture was probably attained by end of Pliocene, or early in Pleistocene).	I U H	K2 K4 K6	3			

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4.2.4 Human physical evolution

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.2.4.1 Fossil primates/geologic time (Cont.)						
15. The student knows evolutionary patterns of major branches of primates (e.g., prosimians radiated into many separate families, genera, species, tending toward anatomical specialization for environments; new and old world monkeys exemplify parallel evolution from separate prosimians in similar but separate environments; anthropoids tended toward increased mental and physical capabilities, fewer body changes hence fewer but larger families, genera, species).	I U H	K3 K4	3			(C) Differences/ differentiation (C) Adaptation (C) Evolution
16. The student knows problems involved in attempting to determine which fossil primates were direct ancestors of Homo sapiens and which ones represent related but branching species or genera.	I U H	K3	4			

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.2.4.2 Early Hominids						
1. The student knows characteristics by which Hominids are conventionally distinguished from pre-Hominid primates.	P I U H	K2 K5 K9	3 4			
2. The student knows physical characteristics of particular populations of early Hominids (e.g., sizes, structures of skulls, teeth found at particular sites).	P I U H	K3	1			
3. The student knows inferences about the behavior and culture of early Hominids which anthropologists have drawn from analysis of fossilized bones and teeth, and of tools found with them.	P I U H	K3 K7	3 4			(V) Research (V) Logic
4. The student knows approximate ranges of major types of early Hominids, and dates or geologic time periods in which they lived, as judged by anthropologists from fossil discoveries (e.g., Ramapithecenes, Australopithecenes).	I U H	K6	1 4			
5. The student knows environmental conditions in which early Hominids lived (e.g., climate, terrain, vegetation, animal populations) as indicated by geologic evidence.	P I U H	K6	1 4			(V) Respect for lif

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4.2.4.2 Early Hominids (Cont.)						
6. The student knows that the fossil record indicates that Hominid populations used and made tools before the brain-size characteristic of Homo sapiens had evolved.	P I U	K3 K4	1			
7. The student knows clues which suggest that speech (verbal communication, language) was used by early Hominids, including: prolonged periods of particular styles of tool-making; fossil evidence of anatomical pre-conditions: proper areas of brain expanded, genial tubercles developed, posture erect.	I U H	K3 K6	1 3			(C) Communication (C) Language
8. The student knows types of tools found with particular populations of early Hominids, or at particular sites (e.g., Zinjanthropus; Ternifine, Kanam).	P I U H	K3 K5 K6	1			
9. The student knows that "traditions" (i.e. styles, modes) of early tool-making have been recognized and related to stages of the Pleistocene epoch (e.g., during 3rd Interglacial, transition from Acheulian to Mousterian tradition), thus allowing anthropologists another way of "dating" populations who left tools with their bones and teeth in fossil deposits.	I U H	K1 K4 K6	1 3 4			

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4.2.4.2 Early Hominids (Cont.)						
10. The student knows evolutionary patterns that are beginning to emerge as more and more fossils of early Hominids are discovered and analyzed (e.g., Australopithecenes appear to be a radiating group, since some earlier fossils appear more man-like than some of the later ones, except in brain size; populations with tools appear to have lived in same time periods as others without tools).	I U H	K4 K6	1 3			

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.2.4.3 Genus Homo						
1. The student knows distinctive characteristics of members of genus Homo (e.g., posture, brain size).	P I U H	K3	1 3			
2. The student knows evidence upon which modern taxonomists have reclassified Java and Peking fossils (originally Pithecanthropus erectus and Sinanthropus pekinensis, respectively) as Homo erectus, grouping them with populations of Ternifine, Heidelberg, Olduvai II, etc.	P I U H	K3 K5 K7	1 4			
3. The student knows dates (geologic or numerical), physical characteristics, tool types (if any), and geographic ranges associated with 2nd and 3rd Interglacial fossils of Homo populations (e.g., Swanscombe, Steinheim, Fontechevade, Rhodesia, Saldanha).	P I U H	K2 K3 K6	1			
4. The student knows times, environmental conditions, physical characteristics, geographic range, and tools associated with Neanderthals.	P I U H	K3 K6	1			
5. The student knows reasons why Neanderthals have assumed significance in the pattern of human evolution (e.g., they are first of genus Homo known to live in cold climate, were wide ranging, left many fossils in good condition for analysis by scientists).	P I U H	K4 K6	1 4			

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4.2.4.3 Genus Homo (Cont.)						
6. The student knows social and behavioral characteristics that anthropologists associate with Neanderthals, based on fossil evidence (e.g., made clothes, hunted and scraped hides of large Arctic animals, buried their dead with objects assumed to have supernatural significance, undoubtedly had articulate speech, used fire, cared for injured).	P I U H	K3	1			
7. The student knows times, sites, physical characteristics, tools, and social or behavioral characteristics associated with particular Homo populations of the 4th Glaciation found in Israel, Iraq, Java, China, etc., (e.g., those from caves of Tabun, Skhul, Shanidar; Solo and Ma-pa).	P I U H	K2 K3 K6	1			
8. The student knows Homo populations whose fossil remains do not rule them out as ancestors of modern Homo sapiens (e.g., Skul specimens).	P I U H	K1 K5	1 4			
9. The student knows effects of the Würm glaciation on the pattern of human evolution (e.g., advancing glaciers not only made climate cold, but created barriers, isolating Neanderthalic populations).	I U H	K4 K8	1 2			

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4.2.4.3 Genus Homo (Cont.)						
10. The student knows evidence upon which modern taxonomists have reclassified Neanderthals and other early Homo populations as varieties (sub-species) of Homo sapiens, i.e., Homo sapiens steinheimensis, Homo sapiens neanderthalis, Homo sapiens sapiens.	I U H	K3 K5	1 4			
11. The student knows that fossils of Cro-Magnons have long been acknowledged as specimens of our own species Homo sapiens or Homo sapiens sapiens.	P I U H	K3 K5	1 4			
12. The student knows times, sites, physical characteristics, tools, ranges, and behavioral or social characteristics associated with prehistoric Homo sapiens sapiens populations (e.g., Cro-Magnon, Keilor Tepexpan, Arlington Springs, Texas).	I U H	K3 K6	1			

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4.2.5 Human physical diversity						
1. The student knows adaptive advantages (survival value) to a species of arrangement into partially isolated races, each showing separate evolutionary tendencies (e.g., races may subsequently fuse and re-form in new adaptive combinations).	I U H	G2 K3	3			(V) Diversity (V) Complexity (C) Adaptation (C) Evolution
2. The student knows that all living humans are members of a large, polytypic, polymorphic species--the single extant species of genus Homo.	I U H	G1 K2 K3	3			
3. The student knows physical characteristics which anthropologists have measured in modern populations in the attempt to establish clear, noncultural (genetic or phenotypic) variations between one "race" and another (e.g., height, birth weight, proportion of body weight to surface area, fingerprints, blood types, skin pigmentation).	I U H	K3 K7	4			
4. The student knows that although differences in skin color, facial features, etc., are commonly recognized indicators of "race," anthropological studies show wide variation of such characteristics within each commonly defined grouping.	P I U H	G2 K3	1 3			(V) Knowledgeability (C) Differences/ Differentiation

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4.2.5 Human physical diversity (Cont.)						
5. The student knows theories advanced by anthropologists to account for the light skin and hair characteristic of some populations, and evidence upon which they are based (e.g., populations living under heavy cloud cover over many, many generations lost dark pigmentation as adaptation needed to obtain adequate Vitamin D).	P I U H	G2 K3 K6	3			
6. The student knows that the phenotypic differences (differences in physical appearance) between populations, or among the members of any population, are the result of complex interactions involving: genetic potential, the physical environment, and the social environment in which individuals develop and live.	P I U H	G1 K5 K6 K8	3		9.5.1	(C) Differences/ Differentiation
7. The student knows physical characteristics which are genetically transmitted and ordinarily unaltered by factors of an individual's environment (e.g., sex and sex-linked diseases; eye color, blood type).	I U H	G2 K3	3		9.5.1	
8. The student knows genetic structures, processes, and principles involved in the dynamics of physical variation within a population.	U H	G2 K3	3		4.2.1.2	(C) Differences/ Differentiation

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4.2.5 Human physical diversity (Cont.)						
9. The student knows ways in which the genetic potential of individuals or populations for developing certain physical characteristics (height, shape, and conditions of bones, muscles, teeth) is affected by various factors in the pre- and post-natal environment (e.g., diet, customary activities).	I U H	G2 K3	3		9.5.1	
10. The student knows factors which may be considered "selective pressures" on the gene pool of modern Homo sapiens, on sub-groups, or on the course of future human evolution.	I U H	G2 K3 K8	3			
11. The student knows traits identified, divisions made, and names given to the sub-specific categories of Homo sapiens in racial classification schemes attempted by particular physical anthropologists (e.g., Diniker, Huxley, Boas; Polish, von Eickstedt, Horton).	H	K3	4			
12. The student knows reasons why systems of racial classification rest on arbitrary and usually subjective judgments.	H	K3 K8	4			

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4.2.5 Human physical diversity (Cont.)						
13. The student knows that "race," as the term is used by physical anthropologists, refers to a geographically separate and hence somewhat genetically distinctive population, with the distinctiveness based on relative frequencies of particular genes or gene clusters.	U H	G1 K2 K5	3			(C) Differences/ Differentiation

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4.3.1 Basic concept: culture

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4.3.1.1 The nature of culture (See also: 10.5.1 Culture, social systems, social processes)						
1. The student knows that although people inherit biologically the body parts that enable us to think, talk, make things, use tools, etc., we learn from living with other people how to use our abilities (e.g., what there is to think and talk about, what to call things, what to make and how, what to use for what purposes, how to take care of ourselves and get along with others--as those people have learned to do).	P I U H	G1 K3 K7	3			(V) Cultural skills (V) Cultural beliefs (V) Cultural knowledge (C) Culture
2. The student knows that culture involves shared ideas (e.g., ideas about what is real, what is important; ideas about what there is to talk about, in what words, in what ways; ideas about how to take care of oneself, get along with others).	P I	G1 K3	3			See goal 1. Also: (V) Sharing (C) Ideology
3. The student knows that all peoples possess culture unique in the pattern of life within a community or society, regardless of its degree of complexity.	P I	G1 K3	3			See goal 1. Also: (V) Diversity (V) Pluralism
4. The student knows that since people are born with the potential for learning a variety of ideas, skills, and social practices, each generation can learn whatever "way of life" (ideas, skills, customs, etc.) has had survival value in the environments of previous generations.	P I U H	G2 K3 K8	3			See goal 1. Also: (V) Respect for life

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4.3.1.1 The nature of culture (Cont.)						
5. The student knows that since people are able to think creatively (to use what they already know to find out or figure out more, to generate new ideas, fashion new tools, etc.) culture can change as people cope with new problems.	P I U H	G1 K3 K8	3			See goal 1. Also: (V) Creativity (V) Adapting (C) Change
6. The student knows that culture passes from one generation to the next in language, custom, etc., and changes as people put ideas together in new ways, encounter and use the ideas of other cultures, and generate new ideas in response to new problems.	P I U H	G1 K3 K4	3			See goal 1. Also: (V) Language (C) Continuity (C) Change (C) Diffusion
7. The student knows that the anthropological concept of culture includes: the complete range of objects, values, symbolic meanings, and repetitive ways of behaving that guide the conduct of individual members of a society.	I U H	K2 K3	3		9.7	See goal 1. Also: (C) Social control
8. The student knows that culture may be seen as a complex whole, which includes: knowledge, belief, technology, art, morals, law, custom, and acquired capabilities and habits.	P I U H	K2 K3	3			See goal 1.
9. The student knows that the term "culture" is used to refer to organized systems of knowledge and belief.	P I U H	K2 K3	3			See goal 1.

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4.3.1.1 The nature of culture (Cont.)						
10. The student knows that culture may be seen as communication: as a complex set of codes including symbols, signs, and conventions for their use, by which members of a socially organized group exchange and develop information.	I U H	G2 K3	3		3.1 6.4.1 10.5.3.1	See goal 1. Also: (V) Communicating (C) Communication
11. The student knows that any object, event, or behavior to which fellow members of a human group respond in characteristic ways (i.e., as though it constitutes a message, or has some meaning taken for granted by members of the group) can be seen as part of the cultural coding system.	I U H	G2 K3	3		4.3.3.2	See goal 1. Also: (V) Communicating (C) Communication
12. The student knows non-verbal or non-linguistic elements of a cultural code, including characteristic uses of: (a) space (e.g., distance apart for speaking); (b) time (e.g., how long you wait for someone or keep them waiting); (c) body language (e.g., gestures, facial expressions); (d) vocalization (e.g., tone of voice); (e) objects (e.g., clothing, weapons).	I U H	K3	3		2.72	See goal 1. Also: (V) Communicating (V) Language (C) Communication

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4.3.1.1 The nature of culture (Cont.)						
13. The student knows reasons why members of a culture are often unable to describe or explain its non-verbal codes (e.g., the meanings of gestures, expressions, etc., are so commonly assumed, taken so for granted that verbal language has not been developed to represent them; processing of information about interpersonal relationships--feelings, etc.--goes on without conscious effort or direction).	I U H	K3 K8	3		2.7.2	See goal 1. Also: (V) Language (C) Communication
14. The student knows distinctive functions of non-linguistic cultural codes (e.g., internal control mechanisms, allowing fellow members of a group to recognize each others' feelings, attitudes, and respond appropriately; to recognize or establish their relative positions or ranks in the social order; to cue each other as to how a verbal message should be "taken" or interpreted).	I U H	K3	3			See goal 1. Also: (V) Communicating (C) Communication (C) Social control
15. The student knows the symbolic elements of a cultural code (e.g., spoken and written language; systems for counting, measuring, calculating quantitative relationships).	I U H	K3	3			See goal 1. Also: (V) Language (V) Communicating (C) Language (C) Communication

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4.3.1.1 The nature of culture (Cont.)						
16. The student knows characteristics of structure and function which distinguish symbolic elements of a cultural code (e.g., written or spoken symbols bear arbitrary, non-iconic relationship to their referents; can represent objects, relationships, abstractions of reality outside immediate sensory experience; arranged in conventional sequence, they can convey new message; allow record-keeping, technological traditions and advances, etc.).	I U H	G2 K2 K3	3		3.1 4.3.2.2 4.3.5.2	See goal 1. Also: (V) Language (C) Language (C) Communication
17. The student knows that the ability to communicate symbolically is often regarded as the distinctive achievement of human groups (although the evidence isn't all in on whales, dolphins, wolves, chimpanzees, etc.).	P I U H	G2 K3	3 4			See goal 1. Also: (V) Communicating (C) Communication
18. The student knows ways in which biological and cultural codes structure human information-processing (e.g., biological code determines channels and channel capacities, frequency ranges; cultural code provides program by which subsequent input is selected, represented, catalogued, otherwise processed; by which output is encoded).	H	G2 K3	3		9.5.1	See goal 1.
19. The student knows that culture may be seen as the sum total of behavior patterns transmitted by the members of a particular society.	P I U H	G2 K2 K3	3			See goal 1.

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4.3.1.1 The nature of culture (Cont.)						
20. The student knows that culture as behavior includes: learned motor reactions, habits, techniques, and the ideas and values underlying and communicated by them.	P I U H	G2 K2 K3	3			See goal 1.
21. The student knows the material objects and products of a human group (i.e., its material culture) may be seen as an expression of the culture, or as an integral part of it.	P I U H	G2 K3	3			See goal 1. Also: (C) Material culture
22. The student knows that patterns or configurations of culture persist beyond the deaths of particular individuals.	P I U H	G1 K3	3			See goal 1.
23. The student knows that the term "culture" may refer to the totality of man's learned, accumulated experience.	I U H	G2 K2 K3	3			See goal 1.
24. The student knows that the term "culture" may refer to observable phenomena (e.g., people, living forms, things, events).	I U H	G2 K2 K3	3			See goal 1.
25. The student is able to distinguish between popular and scientific uses of the term "culture" (e.g., fine arts vs. way of life).	P I	P45	3			See goal 1. Also: (V) Knowledgeabilit
26. The student knows reasons why various schools of cultural anthropology have developed different working definitions of "culture."	I U H	K3	3 4			See goal 1.

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4.3.1.1 The nature of culture (Cont.)						
27. The student knows sets of terms used to identify contrasting aspects of culture (e.g., material and non-material; linguistic and non-linguistic; formal, informal, and technical), and distinctions made within such classification systems.	P I U H	K1 K2 K5	3			See goal 1. Also: (C) Material cultur

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4.3.1.2 Cultural diversity						
1. The student knows that human uses of language, tools, behavior patterns, etc., vary within and among cultures.	P I U H	G2 K5	3			(V) Respect for life (V) Diversity (V) Pluralism (V) Complexity (V) Adaptability (C) Differences/ Differentiation (C) Culture
2. The student knows that cross-cultural differences in peoples' codes, beliefs, behavior patterns, tools and traditions of production and use, etc., may be quite pronounced (e.g., members of two different cultures may not understand each others' words, interpersonal behavior; may not be able to use effectively each others' tools without extensive training).	P I U H	G2 K5	3		2.7.2	See goal 1.
3. The student knows that anthropologists are concerned with identifying, describing, and classifying the particular systems of communication, belief, social organization, technology, etc., that characterize various cultures.	P I U H	K2 K5	3	3		See goal 1.
4. The student knows that anthropologists have developed three major ways of "typing" cultures: (a) culture areas; (b) historical sequences; (c) modes of social/ technological organization.	I U H	K2 K5 K7	3			See goal 1.

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4.3.1.2 Cultural diversity (Cont.)						
5. The student knows respective meanings of the terms "trait," "trait complex," "pattern," and "configuration" as used by cultural anthropologists.	I U H	K1 K2	3			See goal 1.
6. The student knows that sub-cultures and micro-cultures (variations within a major cultural system) are distinctive of particular social classes, occupations, age groups, ethnic origins, sexes, interest groups, families, or any other grouping which structures human relationships within a society.	P I U H	G2 K3	3			See goal 1. Also: (C) Group
7. The student knows meanings of terms that represent degrees to which cultural traits or functions are diversified within the structure of a social system (e.g., monistic, pluralistic; simple, complex).	I U H	K1 K2 K5	3		10.5.2	See goal 1.
8. The student knows that the elements of a culture which produce or characterize specialized societal institutions may be known as "political culture," "economic culture," "military culture," etc.	I U H	G2 K2	3			See goal 1.
9. The student knows sets of terms used for contrasting types of cultures (e.g., sacred and secular; preliterate and literate; peasant and urban), and characteristics to which they refer.	I U H	K1 K3 K5	3			See goal 1.

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4.3.1.3 Cultural processes						
1. The student knows a culture must keep in balance its dynamic, changing forces in order to keep from disintegrating.	I U H	G2 K3	3		2.6.3	(V) Cultural knowledge (V) Stability (V) Respect for life (C) Culture (C) System (C) Equilibrium
2. The student knows that cultural processes are those which take place within or among cultures, having complementary functions for the maintenance of cultural systems.	I U H	K2 K3	3			(C) Culture (C) System (C) Equilibrium
3. The student knows that cultural processes include: enculturation, acculturation, diffusion, innovation, evolution.	I U H	K1 K2 K3	3			(C) Culture (C) Enculturation (C) Acculturation (C) Diffusion (C) Innovation (C) Evolution
4. The student knows that each person must learn postnatally the features of culture that pertain to him or her.	P I	G1 K3	3		9.5 9.7	(C) Learning (C) Enculturation
5. The student knows that enculturation is the process of learning one's culture; and usually refers to the ways in which offspring acquire and share in the "way of life" of parents, ancestors, etc.	I U H	K1 K2 K7	3			(C) Enculturation

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4.3.1.3 Cultural processes (Cont.)						
6. The student knows that acculturation comprises those changes produced in a culture by the influence of another culture, which results in an increased similarity of the two.	I U H	K2	3			(C) Acculturation (C) Diffusion
7. The student knows that diffusion is the spread of a cultural element (or elements) from the place of origin to other places.	I U H	K1 K2	3			(C) Diffusion
8. The student knows that innovation is the process by which culture changes from within, as individuals or organizations re-interpret or create ideas, modify or invent tools, etc.	I U H	K1 K2	3			(C) Invention/ Innovation
9. The student knows that human abilities as innovators have influenced all cultural processes.	I U H	G2 K3	3			(V) Innovativeness (V) Invention
10. The student knows that cultural evolution involves the diversification and specialization of "ways of life" and their elements, in response to selective forces from within and outside particular cultures, usually over long periods of time.	U H	G2 K2 K3 K4	3			(V) Diversity (V) Adapting (C) Evolution

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4. Anthropology
4.3 Cultural anthropology
4.3.1 Basic concept: culture

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.3.1.3 Cultural processes (Cont.)						
11. The student knows factors that influence the direction or rate of cultural evolution (e.g., change or stability of the natural environment, ways in which members of a culture represent and use elements of natural environment; relative value of innovation vs. tradition to members of the culture; contact with other cultures).	U H	K3 K4 K6 K8	3			(C) Evolution (C) Culture
12. The student knows reasons why anthropologists use technological changes as an index to rates and directions of change in a sequence or pattern of cultural evolution.	U H	G2 K2 K7	3		4.2.4 4.3.3.1 4.3.4	(C) Technology (C) Change (C) Evolution (C) Culture
13. The student knows reasons why the rate of cultural evolutionary change has increased, and continues to increase in modern times.	U H	K4 K8	3			(C) Technology (C) Change

4. Anthropology
4.3 Cultural anthropology

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.3.2 Theoretical approaches						
1. The student knows that theoretical approaches to cultural anthropology are developed, altered, and refined through the very cultural processes which anthropologists attempt to describe and explain (e.g., innovation, diffusion).	I U H	G2 K3	3 4			(V) Inquiring (V) Research (V) Cultural knowledge
2. The student knows concerns, perspectives, or assumptions common to all schools (theoretical approaches) of cultural anthropology (e.g., awareness of the interaction of living and non-living parts of the earth, of the interdependence of human beings with each other and their environment; study of human differences seen against the background of what is shared; concern with adequately representing and communicating about what is studied--refining terms, models, etc.).	P I U H	G2 K3	3 4			See goal 1. Also: (C) Interdependence (C) Differences/ Differentiation
3. The student knows that theories basic to different schools of cultural anthropology, like those of schools within other scientific disciplines, may propose (a) a model of the reality studied (e.g., what culture is, how it works and why); (b) a new or hopefully more effective way of studying the reality--a change in methodology, subject focus, etc.	I U H	G2 K2 K7	3 4			See goal 1. Also: (V) Models (V) Invention

4. Anthropology
4.3 Cultural anthropology

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.3.2 Theoretical approaches (Cont.)						
4. The student knows problems intrinsic to the study of cultural anthropology (e.g., difficulty of using culturally developed tools to study culturally developed tools; of studying peoples' behavior, ideas, social systems without changing them; of interpreting same without one's own cultural bias distorting the interpretation).	P I U H	K3	4			See goal 1. Also: (V) Complexity

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4. Anthropology
4.3 Cultural anthropology
4.3.2 Theoretical approaches

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.3.2.1 1870's - 1950's						
1. The student knows political conditions and cultural changes forming the historical context in which cultural anthropology emerged as a science in 19th century western civilization (e.g., western nations controlled vast areas of world; natural sciences challenged religious and philosophical dogma as source of valid information about the world).	I U H	K3 K4 K6	2	1	7.5.3.6	(V) Cultural knowledge (V) Inquiring
2. The student knows ways in which Tylor, Morgan, and other early anthropologists related Darwin's theories to the study of change through time in cultures (i.e., concepts, propositions basic to unilinear view of cultural evolution).	I U H	G2 K3	2 3	1		See goal 1.
3. The student knows that early anthropological studies (19th century) relied largely on reports of missionaries, explorers, and government officials.	P I U H	G2 K3 K4	2			See goal 1.
4. The student knows factors leading to the development of Diffusionism as an alternative approach to cultural anthropology (e.g., concern of Schmidt, others, with changes in previously isolated cultures exposed to American and European religious, military, political, economic, technological influences).	I U H	K3 K4 18	2 3			See goal 1. Also: (C) Diffusion

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4.3 Cultural anthropology
4.3.2 Theoretical approaches

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.3.2.1 1870's - 1950's (Cont.)						
5. The student knows concepts and propositions basic to the Diffusionist school of cultural anthropology, and ways they have been interpreted and applied to subsequently developed theories and methods of inquiry.	I U H	K3 K4 K7	3			See goal 1. Also: (C) Diffusion
6. The student knows that American anthropologists of the late 19th and early 20th century--Boas, Kroeber, et. al.--attempted to record and recover what was left of the languages, arts, skills, and histories of native cultures being altered or extinguished by the expansion of western civilization.	I U H	G2 K1 K3	2			See goal 1. Also: (V) Preservation of resources (V) Human dignity (V) Cultural skills
7. The student knows concepts, propositions, and field study techniques advanced by Boas, Kroeber, and other practitioners of Historicalism as a method of anthropological inquiry.	I U H	K1 K2 K7	3 4			See goal 1.
8. The student knows ways in which the comprehensive and detailed work of Historicalists led to: (a) more systematic, objective analyses of cultural differences; (b) focus on the functions of various customs, practices, etc., for the societies and individuals studied; (c) questions about the generalizability of Freudian and other psychological theories from western to other cultures.	I U H	G2 K3 K4 K8	3 4		9.6 9.7	See goal 1. Also: (V) Comprehensiveness (V) Objectivity (V) Relevance

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4. Anthropology
4.3 Cultural anthropology
4.3.2 Theoretical approaches

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.3.2.1 1870's - 1950's (Cont.)						
9. The student knows concepts, propositions, and research techniques advanced by Malinowski, Radcliff Brown, and others of the Functionalist school (e.g., culture retains only those elements or traits which meet societal or personal needs; anthropologist's task is to describe existing culture, determine manifest and latent functions of each element described).	I U H	K1 K3 K7	3 4		10.2 10.5.2.5	See goal 1. Also: (C) Function
10. The student knows concepts basic to the research and interpretations of Benedict and Opler (patterns, themes), Mead and Kardiner (personality, national character), Sapir, du Bois, and other anthropologists focusing on the interaction of culture with psychological development of individuals.	I U H	K1 K3	3		9.74	See goal 1. Also: (C) Enculturation (C) Personality
11. The student knows ways in which studies of culture and personality have contributed to practical and theoretical advances in various social sciences, and allowed members of western culture a less ethnocentric view of human development, thought, and behavior (e.g., recognition of culture-bound nature of tests and measures; consequences of inappropriate uses).	I U H	G2 K4 K8	3		9.74	See goal 1. Also: (V) Progress (V) Objectivity
12. The student knows concepts, propositions, and research techniques distinguishing British Social Anthropology.	I U H	K2 K5 K7	3 4			See goal 1.

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4.? Cultural anthropology
4.3.2 Theoretical approaches

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.3.2.2 Current						
1. The student knows ways in which theory and research in cultural anthropology have been affected by 20th-century developments in physical, biological, and statistical sciences (e.g., application of system analysis, information theory, communication science, and ecology to models, methods of studying traditional topics, expansion of topics).	H	K3 K4 K8	3 4 6	1		(V) Progress (V) Communicating (V) Tools (V) Cultural knowledge (V) Inquiring
2. The student knows that modern anthropologists study cultural evolution in terms of the diversification and specialization of ways of life over time; and of the social, technological, and environmental factors interacting to produce cultural stability or cultural change.	I U H	K3 K7	3 4 6	3 4		(V) Diversity (V) Pluralism (C) Evolution (C) Change (C) Stability
3. The student knows differences between unilinear and multilinear (neo-evolutionist) theories of cultural change and diversity (e.g., unilinear theory portrayed cultural evolution as single developmental sequence along which some cultures have progressed farther than others; multilinear theory sees cultural differences as adaptive to the particular circumstances of populations)	I U H	K3 K5	3 4 6			(V) Diversity (V) Objectivity (C) Evolution (C) Culture (C) Differences/ Differentiation (C) Adaptation

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4.3 Cultural anthropology
4.3.2 Theoretical approaches

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.3.2.2 Current (Cont.)						
4. The student knows that cultural ecologists are concerned with the interactions of cultural and environmental systems, and the comparability of cultural and ecological processes.	I U H	G2 K2 K3	3 4 6	1 3	6.4.4 10.6.2	(C) Ecology
5. The student knows concepts, propositions, theoretical and procedural models used by cultural ecologists (e.g., ecological niches of human populations; shifting, cultivation, pastoralism, etc., as modes of ecological adaptation).	I U H	K2 K3	3 4 6			(C) Ecology
6. The student is able to interpret and use appropriate terms for ecological processes and mechanisms applicable to the study of human culture and its effects.	P I U H	P31 P66	3 4 6			(C) Ecology
7. The student knows concerns and observations which have led some anthropologists and sociologists (i.e., Structuralists) to develop techniques for determining the structure of ideas and mutual expectations underlying the language, social organization, and interpersonal behavior of a people.	I U H	K2 K3 K7	3 4 6			(C) Structure

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4.3 Cultural anthropology
4.3.2 Theoretical approaches

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.3.2.2 Current (Cont.)						
8. The student knows vocabulary, principles, research techniques, and significant findings associated with the work of Structuralist anthropologists (e.g., Levi Strauss, Chomsky with language structures and their implications).	I U H	G2 K2 K3 K7	3 4		4.3.3.4	(V) Cultural knowledge (V) Research (C) Structure
9. The student knows vocabulary, propositions, and significant findings associated with the work of theorists and researchers in ethnosemantics or cognitive anthropology.	I U H	G2 K2 K3 K7	3 4		4.3.3.4	(V) Cultural knowledge (V) Research (C) Language
10. The student knows vocabulary, propositions, and significant findings associated with the work of theorists and researchers in bio-cultural or behavioral anthropology.	I U H	G2 K2 K3 K7	3 4			(V) Cultural knowledge (V) Research

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4.3.3 Research tools and techniques						
1. The student knows that the facts and theories developed by anthropologists are based on "field work": observing and describing naturally-occurring situations; studying people and objects where they are found.	P I U H	G2 K2 K3 K7	3 4			(V) Research (V) Inquiring

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4.3.3 Research tools and techniques

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.3.3.1 Archaeology						
1. The student knows that archaeologists are the "detectives" who find and interpret clues to the ways that ancient peoples lived, and to when and how ways of life have changed.	P	G2 K3	3 4	1 3		(V) Curiosity (V) Inquiring (V) Research (V) Cultural knowledge (V) Cultural skills
2. The student knows kinds of materials which provide clues to the lives and histories of prehistoric peoples.	P I	K2 K3	3		4.2.4	See goal 1.
3. The student knows factors involved in planning, funding, organizing, and equipping an archaeological expedition.	P I U H	K3 K6 K7	4			See goal 1.
4. The student knows methods and tools used by archaeologists to survey and plot a site to be excavated.	P I U H	K2 K3 K7	4			See goal 1.
5. The student knows methods and tools used to excavate an archaeological site and to extract significant materials.	P I U H	K2 K3 K7	4			See goal 1.
6. The student knows ways in which archaeologists analyze and preserve evidence.	P I U H	K2 K3 K7	4			See goal 1. Also: (V) Preservation of resources

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.3.3.1 Archaeology (Cont.)						
7. The student knows methods and equipment used by archaeologists to "date" materials, and conditions under which various methods are used (e.g., stratigraphic method to date a deposit; dendochronology, pollen analysis where wood or pollen are present; stylistic changes in pottery, tools; appropriate uses of C^{14}, fluorine tests).	P I U H	K2 K3 K7	4	3 4	4.2.4.1	See goal 1. Also: (V) Tools (C) Time
8. The student is able to distinguish between relative and absolute dating methods or dates.	I U H	P45	3 4			See goal 1.
9. The student knows assumptions and principles basic to absolute dating by chemical or radioactive content of archaeological materials (e.g., constant and undisturbed rate of change).	I U H	K2 K7	4 6			See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.3.3.2 Ethnography						
1. The student knows factors involved in the planning, funding, and organization of field studies in cultural anthropology.	P I U H	K2 K3 K7	4	3 4		(V) Inquiring (V) Research (V) Cultural knowledge (V) Cultural skills
2. The student knows that anthropologists who observe and describe particular societies or ethnic groups are called "ethnographers."	I U H	K1 K2 K3	3	3 4		See goal 1.
3. The student knows ways in which anthropologists select a particular group or problem orientation for field study.	P I U H	K2 K7	4	3 4		See goal 1.
4. The student knows ways that anthropologists go about establishing rapport with the people they are studying.	P I U H	K2 K7	4	3 4		See goal 1. Also: (V) Sensitivity (V) Openness
5. The student knows that in the attempt to understand a culture from the inside--to see a people and their world as they do--anthropologists may become "participant observers."	P I U H	K3 K7	4	3 4		See goal 1. Also: (V) Insight (C) Empathy
6. The student knows that both training and intuition are factors in the success an anthropologist has in learning and describing the social organization, language, habits, etc., of an unfamiliar people.	P I U H	G2 K3 K8	3	3 4		See goal 1. Also: (V) Educating (V) Insight

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4.3.3.2 Ethnography (Cont.)						
7. The student knows methods used by ethnographers to gather information about how families, land, possessions, tasks, speech patterns, etc., are organized in a society (e.g., techniques for structured observations, interviews, tests and surveys).	P I U H	K2 K7	4	3 4	2.1.3 2.1.4 3.2.2 4.3.3.4	See goal 1. Also: (C) Social organization
8. The student knows forms in which ethnographers may record data from observations, interviews, etc. (e.g., community maps, trait lists, genealogical charts, written notes; tape recordings, films, photographs).	P I U H	K2 K7	4	3 4	2.1.3 2.1.4 3.2.2	See goal 1.
9. The student knows that ethnographers often bring back collections of artifacts (objects made, used, worn, etc., by the people studied) for further analysis, comparison, museum display, etc.	P I U H	G2 K7	4	3 4		See goal 1.
10. The student knows ways that ethnographers gather, annotate, and organize collections of artifacts (e.g., acquiring samples of all major tool types used, noting when, where each was made, materials used, manner of production and distribution, uses).	P I U H	K2 K7	4	3 4		See goal 1. Also: (V) Preservation of resources (V) Comprehensiveness (V) Accuracy

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4.3.3.2 Ethnography (Cont.)						
11. The student knows types of evidence from which an ethnographer infers social rules and the roles, situations, etc., to which they apply (e.g., consequences of a violation; records of social interactions and of native judgments about the appropriateness of such actions; abstraction from records of recurrent patterns of behavior).	I U H	K2 K3 K7	3	3 4		See goal 1. Also: (C) Social organization (C) Norms (C) Role
12. The student knows that the basic operations of observing, recording, making inferences, and checking them against native judgments are applied to whatever aspect of culture an ethnographer studies: language, technological system, social system, belief system, history, arts, etc.	I U H	G2 K2 K7	4	3 4		See goal 1. Also: (V) Openness (V) Logic (V) Relevance (V) Accuracy
13. The student knows factors influencing the selection of particular techniques for gathering, recording and checking information about a society, including: (a) focus of study or problem orientation; (b) time, funds, equipment available; (c) response of subjects: what works best in the field.	I U H	K2 K7 K8	3			See goal 1. Also: (V) Relevance (V) Adequacy (V) Adaptability-flexibility

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4.3.3.2 Ethnography (Cont.)						
14. The student knows ways that an ethnographer may represent what he or she has learned of another culture for storage and retrieval by members of his or her own culture (e.g., conventional organization of an ethnography submitted to sponsoring institution, professional journal; books, magazine articles, films, etc., for mass audiences).	I U H	K2 K3 K7	3 5	3 4	4.3.3.3	See goal 1.
15. The student is able to select appropriate resources for ethnographers' descriptions of societies, cultures, or cultural features in which he or she is interested.	I U H	P43 P48			2.1.2 2.2 3.1.1	See goal 1. Also: (V) Knowledge of resources (V) Access to resources (V) Discrimination (V) Adequacy (V) Relevance

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.3.3.3 Comparative studies (See also: 2.4.5 Comparing, contrasting, discriminating)						
1. The student knows that "comparative" studies are those involving data gathered from/on two or more societies or cultures.	P I	K2	3			(V) Inquiring (V) Research (V) Cultural knowledge (C) Differences/ Differentiation
2. The student knows purposes of comparative studies (e.g., to see similarities and differences accurately, in perspective; not to make judgments about which way is best).	P I	G2 K3	3			See goal 1. Also: (V) Accuracy (V) Objectivity (V) Rationality
3. The student knows that societies or cultures are "comparable" with respect to anything they have in common (e.g., geographic region, age, type of technology, political organization, belief system, kinship system).	P I	G2 K2	2			See goal 1.
4. The student knows techniques and principles involved in the method of controlled comparison used by anthropologists.	P I U H	K2 K7	4			See goal 1.
5. The student knows techniques and principles involved in the use of the Human Relations Area File to store and retrieve data for comparative or cross-cultural studies.	I U H	K2 K7	4			See goal 1. Also: (V) Knowledge of resources

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4.3.3.3 Comparative studies (Cont.)						
6. The student is able to associate characteristics of other cultures with familiar elements of his or her culture which are comparable in terms of form or function.	P I U H	P43 P44 P45	3 4 13			See goal 1. Also: (V) Logical consistency (V) Accuracy (V) Relevance (V) Objectivity
7. The student is able to abstract from descriptive materials on two or more societies, cultural features which appear in each (e.g., particular acts, beliefs, tools).	P I U H	P43 P44 P45	3 4			See goal 1.
8. The student is able to infer functional differences in structurally comparable elements of two or more societies (e.g., variety, nature of cultural processes for which family organization is primarily responsible in simple vs. complex society).	U H	P42 P45	3 4 13			See goal 1. Also: (C) Function
9. The student is able to identify cultural elements (features, traits, etc.) which may have diffused from society to society over a period of time, based on appropriate descriptive data.	U H	P42 P43 P44 P45	3 4			See goal 1. Also: (C) Diffusion (C) Acculturation

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4.3.3.4 Linguistics						
1. The student knows general principles regarding the nature and functions of language (e.g., systematic, regular, largely predictable, constantly growing and changing, primarily oral but includes more than speech; allows transmission of cultural knowledge and skills, provides for cohesion, common frames of reference).	I U H	G2 K2 K7	3		3.1	(V) Inquiring (V) Cultural knowledge (V) Language (C) Language (C) Communication (C) Culture
2. The student knows ways in which historical linguists investigate relationships between earlier and later forms of language (e.g., technique of glottochronology).	U H	K2 K7	3			See goal 1.
3. The student knows techniques used for "roughly" dating past contacts among peoples by the study of language sounds and forms.	U H	K2 K7	4			See goal 1. Also: (C) Diffusion
4. The student knows methods an anthropologist uses to analyze and describe a people's language.	I U H	K2 K7	3			See goal 1. Also: (V) Cultural skills
5. The student knows concepts used by an anthropologist or linguist in describing the components and organization of a language (e.g., phonetic, phoneme, allophone, morphime, string, syntax, grammar).	I U H	K2 K7	3			See goal 1.
6. The student knows meanings of the terms "surface structure" and "deep" structure" as descriptors of what people learn and use in generating and decoding linguistic messages.	U H	K2 K5 K7	3			See goal 1. Also: (C) Structure

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4.3.3.4 Linguistics (Cont.)						
7. The student knows clues used by an anthropologist or linguist attempting to infer and describe a language's deep structure.	U H	K2 K3 K7	3			See goal 1. Also: (C) Structure
8. The student knows ways in which the varieties of human speech are conventionally classified (i.e., as dialects, languages, families, stocks).	I U H	K3 K7	3			See goal 1.
9. The student knows ways in which description and classification of language may be used in comparative studies of languages, cultures, or culture elements.	U H	K3 K7	3	3 4	4.3.3.3	See goal 1.
10. The student knows that the study of relationships between language and culture - or of other elements of culture - involves fields of sociolinguistics and cognitive anthropology.	I U H	G2 K3	3	3 4	4.3.2.2	See goal 1.
11. The student knows methods of sociolinguistic analysis.	U H	K3 K7	4			See goal 1.
12. The student knows current research and theories dealing with the interrelationships of language, culture, and human development (e.g., culture shapes language vs. language shapes culture; influence of language learning on individual's perception, thought, personality).	I U H	K3	3 4 6 13		9.4 9.5 9.6 9.7.4	See goal 1. Also: (V) Self-knowledge (C) Personality

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4.3.3.4 Linguistics (Cont.)						
13. The student knows reasons why people who communicate in different languages (i.e., with different vocabularies, grammars) are likely to have different ways of perceiving, thinking about, and interacting with their social and physical environments.	I U H	G2 K6 K8	3 7 13	5		See goal 1. Also: (V) Insight (V) Self-knowledge
14. The student knows ways in which findings of socialinguists and cognitive anthropologists may be applied to the solution of intergroup and interpersonal problems in a multicultural society.	I U H	G2 K2 K7	3 7 8 12	1	2.7.2 2.7.3	See goal 1. Also: (V) Research (V) Models (V) Problem solving (V) Educating
15. The student knows ways in which findings of sociolinguists and cognitive anthropologists may be used to facilitate more accurate, adequate and co-operative communication among people of different nations (e.g., application to training of diplomats, education of citizens working in or touring other countires).	I U H	G2 K2 K7	3 7 8 12	1	2.7.2	See goal 1. Also: (V) Research (V) Models (V) Cooperating (V) Communicating (V) Educating

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4.3.4.1 Evolutionary sequences						
1. The student knows that the study of past cultures involves discovery of what changes have occurred over time in peoples' ways of life, in what order the changes occurred, how long each change lasted, etc.	P I U H	G2 K3 K4	4	3 4		(V) Curiosity (V) Inquiring (V) Cultural knowledge
2. The student knows that cultural evolution refers to the changes in human life from earliest known times to the present, as measured by changes in technology (the materials from which tools are made, uses for which they were designed or suited, skills involved in making and using them).	I U H	G1 K2 K4	3			See goal 1. Also: (C) Culture (C) Evolution (C) Change (C) Technology
3. The student knows reasons why changes in technology indicate changes in living styles and patterns (e.g., stone hand tools could be made, carried, and used by one person almost anywhere he or she went; metal tools required settlement, specialization of labor, and could serve new purposes).	P I U H	G2 K2 K4 K8	3			See goal 1. Also: (V) Logical consistency (V) Relevance
4. The student knows that tools and other man-made artifacts are evidence of the level of technology attained by the people who made or used them, and thus important indicators of that culture's way of life (e.g., whether they hunted, farmed, traded; what they ate, how they prepared it).	P I	G2 K3 K8	3			See goal 1. Also: (V) Tools

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4.3.4. Evolutionary sequences (Cont.)						
5. The student knows terms used to designate major stages in a sequence of cultural evolution (e.g., Paleolithic, Mesolithic, Neolithic; Stone, Bronze, Iron, Machine Ages).	P I U H	K1 K2 K4	3 5			See goal 1.
6. The student knows that stages of cultural evolution do not represent "dates" that are constant world-wide, but comparable developments that have occurred in approximately the same order at different times and rates in different parts of the world.	P I U H	G2 K2 K5	3 5			See goal 1.
7. The student is able to associate particular sites, species, cultural materials (huts, carved statues, cave painting, etc.) or tool industries with cultural evolutionary stages to which they are conventionally assigned.	I U H	P33 P34 P44	3 5 6			See goal 1.

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4.3.4.1.1 Paleolithic culture						
1. The student knows that the Paleolithic Age represents the earliest recognizable forms of human culture.	P I	G2 K3	3			(V) Cultural knowledge
2. The student knows tool types and life styles associated with Paleolithic culture (e.g., stone tools; foraging; no permanent settlements to control food production).	P I	K3	1		6.3.2 6.3.3	(V) Cultural knowledge
3. The student knows types of tools associated with lower, middle, and upper Paleolithic cultures.	I U H	K3 K5	1			(V) Cultural knowledge

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4.3.4.1.2 Mesolithic culture						
1. The student knows characteristics of Mesolithic cultures (e.g., agriculture, pastoralism).	P I U H	K3 K5	1		6.3.2 6.3.3	(V) Cultural knowledge
2. The student knows tool styles, materials, and uses associated with Mesolithic cultures.	P I U H	K3 K5	1			(V) Cultural knowledge

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4.3.4.1.3 Neolithic culture						
1. The student knows changes characteristic of the transition from Mesolithic to Neolithic culture (e.g., food producing revolution).	P I U H	K3 K4 K5	3		5.2.1 6.3.2 6.3.3	(V) Cultural knowledge
2. The student knows tool styles, materials, and uses associated with Neolithic cultures.	P I U H	K3 K5	1			(V) Cultural knowledge

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4.3.4.1.4 Urbanization and civilization						
1. The student knows relationships between the emergence of metal-based technological systems and the emergence of cities.	P I U H	G2 K4 K6	3		7.5.3	(V) Cultural knowledge (C) Technology (C) Urbanization (C) Change
2. The student knows characteristics of Bronze Age culture (e.g., distinctive features of technological, social, economic, and political systems).	P I U H	G2 K3 K5	1		7.5.3	See goal 1.
3. The student knows characteristics of Iron Age culture (e.g., distinctive features of technological, social, economic, and political systems).	P I U H	G2 K3 K5	1		7.5.3	See goal 1.
4. The student knows ways in which the rate of cultural change was accelerated from Bronze to Iron to Machine Ages (as "civilization" advanced and became more complex).	P I U H	G2 K3 K4	3		7.5.3	See goal 1. Also: (C) Civilization
5. The student knows ways in which the clustering of many people in metropolitan communities led to the proliferation of ideas, written language, architectural innovations, astronomy, mathematics, etc.	P I U H	G2 K3 K4 K8	3		7.5.3	See goal 1. Also: (C) Civilization

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4.3.4.1.4 Urbanization and civilization (Cont.)						
6. The student knows ways in which the invention and use of written forms of language may have led to the Bronze, Iron, and Machine Ages (e.g., possibilities for sharing, acquiring, building on information increased as information could be stored outside the human body, retrieved by anyone who knew the code and had access to the written materials).	P I U H	G2 K3 K4 K8	3		3.1	See goal 1. Also: (V) Language (V) Communicating (V) Literaracy (C) Language (C) Civilization
7. The student knows relationships between a) the development and standardization of mathematical symbols, operations, rules, etc. and b) processes of urbanization, civilization, or industrialization.	I U H	G2 K4 K6 K8	3		3.2	See goal 1. Also: (V) Symbols (C) Cultural skills (C) Civilization
8. The student knows major concepts and propositions of various theories of the development of civilization (what civilization is, what caused what).	U H	G2 K2 K3	3			See goal 1. Also: (C) Civilization

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4.3.4.2.1 Old World (See also: 7.5.3.1 Prehistoric)						
1. The student knows numerical dates or geologic ages associated with major stages of Old World cultural evolution (e.g., Neolithic began in Near East around 6,000 B.C.).	I U H	K3	1			(V) Cultural knowledge (V) Inquiring
2. The student is able to associate arts, tools, and settlement patterns of Old World cultures with the stages of cultural evolution by which they are commonly classified.	I U H	P33 P34 P44	3			See goal 1.
3. The student knows ways in which cultural changes and changes in climatic conditions, animal populations, and other environmental factors may be interrelated in the transition of Old World cultures from one evolutionary stage to another (e.g., changes which led to mixing of peoples, spreading innovations).	I U H	G2 K3 K4 K6 K8	3			See goal 1. Also: (C) Change (C) Adaptation (C) Diffusion
4. The student knows that in both New and Old World culture areas, older cultural forms often existed parallel with newer ones, with newer forms surviving if they were economically and technologically advantageous.	I U H	G2 K3 K6	3			See goal 1. Also: (C) Adaptation (C) Evolution

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4.3.4.2.1 Old World (Cont.)						
5. The student knows dates, archaeological sites, and prehistoric societies associated with the emergence of major inventions in the arts, technology, language, social organization, etc., of Old World cultures (e.g., permanent settlements, domestication of animals, metal ornaments and tools, written or carved linguistic symbols, paper).	P I U H	K3 K4 K6	1 2 3			See goal 1. Also: (V) Invention
6. The student knows issues related to the dates, creators, or evolutionary significance of particular remains of Old World cultures (e.g., are the paintings, tool etchings and meanders of Cro-Magnon and Neanderthalic cave dwellers magical representations, or systematic codes for record-keeping?)	P I U H	K3 K10	3 4			See goal 1. Also: (V) Curiosity

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4.3.4.2.2 New World (See also: 7.4.2.1 Origin and prehistory; 7.5.3.1 Prehistoric)						
1. The student knows that New World cultures include those native to North and South America.	P I U H	K3 K5	3			(V) Cultural knowledge (V) Inquiring
2. The student knows dates conventionally assigned to the origins and evolution of New World culture (e.g., 20,000 B.C. - 1492 A.D.), and bases on which the dates were determined.	P I U H	K2 K4 K6	1 2 4			See goal 1.
3. The student knows issues or unanswered questions which complicate the dating and interpretation of a sequence of New World cultural evolution (e.g., When and from where did migrations into New World occur? What cultural elements were borrowed, and from whom? Which evolved as parallels of Old World cultural adaptations?)	P I U H	K3 K4 K6	3 4			See goal 1.
4. The student knows stages of cultural evolution within which various New World cultures or culture elements are classified.	I U H	G2 K4 K5	3			See goal 1.
5. The student knows dates, sites, prehistoric societies, and artifacts associated with major innovations or changes in New World cultures (e.g., Mayan calendar).	I U H	K3	1			See goal 1. Also: (V) Invention

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4.3.4.2.2 New World (Cont.)						
6. The student knows environmental conditions and changes which may have affected the course or rate of cultural evolution in the New World.	P I U H	K3 K4 K6 K8	1 2 3			See goal 1. Also: (C) Change (C) Adaptation
7. The student knows dates or rates associated with the diffusion of particular New World cultural innovations from one society to another or others.	I U H	K3 K4 K6	1 2			
8. The student knows ways in which New World cultures were altered by contact with Old World people, technology, animals, beliefs, etc.	P I U H	G2 K3 K8	1 2		7.4.2.2	See goal 1.
9. The student knows dates, places, and events associated with the introduction and diffusion of particular Old World elements into New World culture.	P I U H	G2 K3 K4	1 2		7.4.2.2	See goal 1.
10. The student knows effects of New World contact, exploration, and colonization on the Old World (European) culture(s) involved.	P I U H	K3 K4 K8	1 2			See goal 1. (C) Acculturation

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
4.3.5.1 Social organization (See also: 10.5.2 Social organization)						
1. The student knows that a society is made up of individuals in interaction with each other and with the environment they occupy together.	P I U H	G2 K2 K3	3			(V) Inquiring (V) Cultural knowledge (C) Social organization
2. The student knows that the interactions of individuals in a society are structured and organized within a characteristic social system (e.g., behavior is not random, but governed by mutually-acknowledged roles, plans, sanctions, relationships).	P I U H	G2 K3	3			See goal 1. Also: (C) Social system (C) Social control
3. The student knows that social systems develop as ways of minimizing or regulating conflicts inherent in collective living (e.g., conflicts over who lives with whom, where, and when; who does what tasks, where and when).	P I U H	G2 K3 K8	3			See goal 1. Also: (V) Problem solving (V) Order (Regularity) (C) Social system (C) Social control (C) Conflict
4. The student knows that organized groups which establish or are based on kinship (i.e., marriage, family) are fundamental elements of social organization.	P I U H	G2 K3	3			See goal 1. Also: (C) Family
5. The student knows types of marriage characteristic of the culture or cultures under study (e.g., monogomy, polygamy, polyandry).	P I U H	K3 K5	1 2			See goal 1.

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4.3.5.1 Social organization (Cont.)						
6. The student knows ways in which marriages are arranged, formalized or recognized, and marital residence established in the culture or cultures under study.	P I U H	G2 K3	1 2			See goal 1.
7. The student is able to relate marriage types and customs to environmental or economic conditions which may have influenced their development, or which make them functional for the people of a particular society.	P I U H	P44	3 6			See goal 1. Also: (V) Family (V) Insight (C) Family
8. The student knows characteristics of family types found in various societies (e.g., nuclear, extended, joint).	I U H	K3 K5	3			See goal 1. Also: (C) Family
9. The student knows roles and relationships of family members in the social system or systems under study (e.g., lines of authority, nature of authority, rights and responsibilities associated with particular positions).	P I U H	K3 K7	1 3			See goal 1. Also: (C) Family
10. The student knows rules governing the naming of children in the culture or cultures under study, and ways in which names relate to patterns of residence and descent.	P I U H	K2 K7	1 3			See goal 1.
11. The student knows types of descent characteristic of the culture or cultures under study (e.g., patrilineal, matrilineal, bilateral).	I U H	K3 K5	1 3			See goal 1.

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4.3.5.1 Social organization (Cont.)						
12. The student knows characteristics of various types of descent groups (e.g., lineage, clan, phratry).	I U H	K3	3			See goal 1.
13. The student knows ways in which kinship terminological systems (sets of terms that refer to one's relatives by degree and kind of kinship to oneself) reflect the family organization characteristic of a culture (e.g., scope, structure of kin group; change or stability of roles, relationships at various stages of a member's life).	P I U H	K1 K2 K6 K7	3			See goal 1. Also: (C) Family
14. The student knows major characteristics of various kinship terminological systems (e.g., Omaha, Crow, Sudanese).	I U H	K3	3			
15. The student knows characteristics of non-kin based social categories or groups structuring the culture or cultures under study (e.g, groups based on age or sex, interest; occupations; administrative or bureaucratic forms; classes or castes).	I U H	K3	3			See goal 1. Also: (C) Group

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4.3.5.1 Social organization (Cont).						
16. The student knows ways in which individuals become members of particular groups or social categories in the culture or cultures under study, (e.g., automatic assignment by age, sex, parentage, birth order, etc.; voluntary association; achievement).	P I U H	K2 K3 K7	1 3			See goal 1. Also: (C) Mobility
17. The student is able to analyze structural and functional relationships among groups within a social system.	I U H	P43 P44 P45	4			See goal 1. Also: (C) Function (C) Structure
18. The student knows ways in which technological, political, economic or environmental changes affect the structure and functions of a social system. (e.g., with urbanization, industrialization, extended family becomes nuclear families, with functions diversified among educational, economic, political institutions, interest groups, etc.).	I U H	G2 K3 K4 K8	3 7			See goal 1. Also: (C) Change (C) Interdependence (C) Social system

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4.3.5.2 Language (See also: 4.3.3.4 Linguistics)						
1. The student knows that the words of a people's language label (stand for, symbolize) categories of things and relationships that the people who use it notice, care about or need to deal with (i.e., a language may be considered a "folk taxonomy").	I U H	G2 K2 K3	3		3.1	(V) Cultural knowledge (V) Language (V) Communicating (C) Language (C) Communication
2. The student knows words used by people of another culture for people or things that have importance to a child of that culture (e.g., family members, places, objects).	P I	K1 K3	1 3			See goal 1.
3. The student knows sets of words used by the people of another culture to label and discriminate among elements of the social or physical environment which have importance in their lives (e.g., Eskimo words for types of snow).	I U H	K1 K3	1 3			See goal 1.
4. The student knows factors leading to change in the sounds, vocabulary, or grammatical conventions of a language (e.g., internal changes in technology, etc.; external factors: contact with other peoples).	I U H	K3 K4 K8	3			See goal 1. Also: (C) Innovation (C) Diffusion
5. The student knows meanings conveyed through gestures, posture and position, and other elements of the "body language" characteristic of a culture under study.	I U H	K2 K3	1 3		2.7.2 3.1.3 4.3.1.1	See goal 1.

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4.3.5.2 Language (Cont.)						
6. The student is able to compare gestures, uses of space and time, and other conventions which accompany spoken words in different cultures (e.g., recognize gestures used in both, determine similarities, differences in meaning and in contexts where they are appropriately used; identify gestures unique to each, and their associated meanings, appropriate contexts).	I U H	P44 P45	3		4.3.1.1	See goal 1. Also: (V) Insight (V) Social sensitivity
7. The student knows types of language variation used customarily or exclusively by particular groups within a society, or in particular social situations (e.g., regional dialects, occupational jargon, dialects or forms specific to sexes, castes; forms of address used between members of mutually-exclusive groups; formal or ceremonial vs. vernacular language).	I U H	K2 K6	3		3.1	See goal 1. Also: (C) Differences/ Differentiation
8. The student knows ways in which the existence of different language forms for different types of people and occasions tend to maintain a society's traditional organization.	U H	K3 K8	3		10.5.2.4 10.5.3.1 10.6.3	See goal 1. Also: (C) Structure (C) Socialization (C) Institution (C) Tradition

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4.3.5.2 Language (Cont.)						
9. The student is able to compare social patterns or norms institutionalized within the grammars of various languages (e.g., significance of Spanish "tu"-"usted" distinction vs. English "you").	U H	P44 P45	3			See goal 1. Also: (C) Institution (C) Norms
10. The student knows ways in which messages may be pictured or written in the culture or cultures under study (e.g., arrangement of images, characters, letters of phonetic alphabet; number symbols).	P I U H	K2 K3	1 3			See goal 1. Also: (V) Images (V) Symbols (V) Models
11. The student knows ways in which members of a culture or cultures send and receive long distance messages (e.g., whistle-code system of Canary Islanders; smoke or drum signals; runners; mail, telephone, telegraph).	P I U H	K2 K3 K7	1 2 3			See goal 1. Also: (V) Tools (V) Cultural skill (V) Curiosity
12. The student knows ways in which language skills are taught and learned in the culture or cultures under study (e.g., social interaction, formal instruction, both).	P I U H	K2 K3 K7	1 3		3.1 10.6.3.3	See goal 1. Also: (V) Educating (C) Enculturation (C) Socialization
13. The student is able to recognize ideas about the world which children growing up in another culture might take for granted, based on the language available to them (e.g., personification of natural elements).	U H	P43 P44 P48	3		4.3.5.3	See goal 1. Also: (V) Insight (V) Empathy

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4.3.5.3 Belief systems						
1. The student is able to suggest and consider reasons why people living in different parts of the world - or people in his or her community whose ancestors come from different parts of the world - may have different beliefs (ideas) about God, the beginnings of the world, the first people, how people should think and act, what happens when we die, etc.	P I	P44 P52	3 7 8 11			(V) Cultural knowledge (V) Cultural belief (V) Insight (C) Ideology (C) Differences (C) Culture
2. The student is able to suggest and consider reasons why groups of people who have different answers to important questions each seem to think their own answers are right ones, good ones.	P I	P43 P44 P52	3 7 8 11		1.3	See goal 1.
3. The student knows that people value beliefs, customs, skills, objects, individuals, personal characteristics, etc. which: a) meet their own needs for survival, security, friendship/love, respect self-fulfillment; or b) seem important for maintaining or improving life as they know it.	P I U H	G2 K3	3 11		1.1	See goal 1. Also: (V) Diversity (V) Unity
4. The student is able to suggest and consider ways that the sharing of beliefs (about what existed in the past, what exists outside familiar territory, what may be expected of the future, etc.) helps people feel: a) more secure with each other; b) less confused by or afraid of things they can't directly control.	P I U H	P44 P52	3 11			See goal 1. Also: (V) Sharing (C) Security

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4.3.5.3 Belief systems (Cont.)						
5. The student knows pictures or characterizations of the world which have been developed and shared within societies living in a variety of times and environments.	P I	K2 K3	1 2 3 11		6.1.2 6.3.6 6.4.9	See goal 1. Also: (V) Appreciativeness
6. The student knows holiday and everyday customs which have traditional importance in the lives of various cultural groups, and beliefs or historical experiences with which they are associated.	P I	K2 K3 K7	1 2 3 11			See goal 1. Also: (V) Appreciativeness
7. The student knows reasons why assumptions and ideas about the universe, its origins, the human place in it, and its implications for human behavior vary from culture to culture (e.g., they are historically developed, socially transmitted conceptualizations, characterizations; necessarily reflect particular contexts and experiences).	I U H	G2 K3 K6	3 11			See goal 1. Also: (V) Appreciativeness (V) Diversity (C) Differences/ Differentiation
8. The student knows that within a given culture, ideas about the nature and origin of the universe, of humans, etc. tend to form a relatively coherent system.	I U H	G2 K3	3 11			See goal 1.
9. The student knows meanings of the terms world view, belief system, ideology, and religion.	I U H	K1 K2	3 11			See goal 1.

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4.3.5.3 Belief systems (Cont.)						
10. The student knows factors affecting the consistency (coherence) and stability-over-time of a cultural world view or belief system (e.g., societal isolation or contact with other peoples; change or stability of language structure, social structure, environment, economic-technological mode).	I U H	K3 K8	3 11			See goal 1.
11. The student knows reasons why people tend to take for granted, or accept as "natural", elements of a world view or belief system which are institutionalized within the structure of their language, or shared by most members of their family, community, or society.	I U H	K3 K8	3 11		4.3.5.2	See goal 1.
12. The student knows types of institutions upon which people within various societies rely to develop, preserve, interpret, or transmit to offspring culturally "believable" knowledge (e.g., religion, government, philosophy, science, education, public media).	I U H	K3	3 11		10.6.3	See goal 1. Also: (C) Institution
13. The student knows ways in which the types of ideas we differentiate as beliefs, knowledge, and values are integrated or differentiated within the world views or belief systems of various cultures.	H	K2 K6	1 3 11			See goal 1.
14. The student knows similarities and differences among tribal religions, universal religions, cults, churches, and religious movements.	I U H	K5	3 11			See goal 1.

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4.3.5.3 Belief systems (Cont.)						
15. The student knows psychological functions of culturally-shared belief systems (e.g., provides individual with frame of reference, orientation of self to everything else; means of representing reality in orderly fashion that allows communication with others, security).	I U H	G2 K7	3 11		9.5.3 9.7	See goal 1. Also: (V) Self-knowledge (V) Communicating (V) Order (Regularity)
16. The student knows social functions of religion as organized or practiced by peoples at varying stages of cultural evolution, or in various historical-political-economic circumstances.	U H	G2 K6 K7	3 11		10.6.3.2	See goal 1. Also: (V) Religion (V) Order (Regularity) (C) Social needs
17. The student knows roles and functions of major types of religious specialists found in various societies, including: shamans, priests, witches.	I U H	K2 K5 K7	3			See goal 1.
18. The student knows theories advanced by anthropologists, historians, etc. for the origins and evolution of religious thought and practice (e.g., animism, animalism).	H	K3 K7	3 11			See goal 1.
19. The student knows beliefs about the origin, structure and destiny of the universe (i.e., cosmologies) which are expressed in the arts, cultural lore or religious traditions of peoples under study.	P I U H	G2 K3 K6	1 2 3 11		4.3.5.6	See goal 1. Also: (V) Diversity (V) Cultural arts

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4.3.5.3 Belief systems (Cont.)						
20. The student knows beliefs about the origin, nature, characteristics, proper conduct, or destiny of human life expressed in the arts, cultural lore or religious traditions of peoples under study.	P I U H	G2 K3 K6	1 2 3 11		4.3.5.6	See goal 1. Also: (V) Diversity (V) Cultural arts
21. The student knows functional similarities among magic, science, and religion in various social and cultural contexts (e.g., each is a mode of inquiring into, describing, explaining effects whose causes are not immediately apparent; each offers means of ordering reality, intervening in situations not already under control, chance for improving life as it is known).	U H	K3 K5 K6	3 11			See goal 1. Also: (V) Unity (V) Order (Regularity) (V) Curiosity
22. The student knows differences in the final authorities, principles, and rules of proof or evidence by which the truth, reliability or "correctness" of human ideas is established within various types of cultural institutions (e.g., religion, philosophy, empirical science, law).	H	G1 K3 K5	3 6 11		2.2	See goal 1. Also: (C) Law

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4.3.5.4 Political organization (See also: 8.4.6 Political culture; 10.6.3.5 Political institutions)						
1. The student knows characteristics of bands, tribes, chiefdoms, kingdoms, and state systems as modes of political organization.	I U H	K3 K5	3			(V) Cultural knowledge (C) Government
2. The student knows the mode(s) of political organization characteristic of the culture or cultures under study.	I U H	K3	1 2 3			See goal 1.
3. The student knows roles and relationships of leaders ("Big Man," "Chief," King, etc.) and followers or citizens in the culture or cultures under study.	P I U H	K3 K6	1 2 3			See goal 1. Also: (C) Leadership (C) Citizenship
4. The student knows differences in the ways authority is acquired, sanctioned or enforced, and exercised in hereditary, bureaucratic, charismatic, and representative forms of leadership.	I U H	K3 K5 K7	3		8.43	See goal 1. Also: (C) Authority (C) Leadership
5. The student knows groups or organizations which support and follow the types of leaders found in the culture under study, and ways in which their structures or functions are related.	I U H	K3 K6 K7	1 2		8.43	See goal 1. Also: (C) Political culture

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4.3.5.4 Political organization (Cont.)						
6. The student knows social and/or legal processes through which particular kinds of internal conflicts are controlled, managed, arbitrated or resolved in the culture or cultures under study.	I U H	K3 K7	1 2 3		8.4.2	See goal 1. Also: (C) Social control (C) Political syste (C) Law
7. The student knows social and/or legal processes and mechanisms by which a collective enterprise or response (e.g., war, migration, exploration) is decided on and coordinated in the culture or cultures under study.	I U H	K3 K7	1 2 3		8.4.2	See goal 1. Also: (C) Political syste (C) Decision-making
8. The student knows differences between egalitarian and stratified systems of political organization or government.	I U H	K3 K5	3			See goal 1.
9. The student knows differences between uncentralized and centralized systems of political organization or government.	I U H	K3 K5	3			See goal 1. Also: (C) Decision-making
10. The student is able to relate a culture's political characteristics (e.g., type of organization, leadership; egalitarian vs. stratified membership, uncentralized vs. centralized control) to the geographic and historical circumstances in which they developed or in which they function.	U H	P44	3			See goal 1. Also: (V) Insight (C) Political culture

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4.3.5.4 Political organization (Cont.)						
11. The student is able to relate a culture's political characteristics to societal values, beliefs, or assumptions which may support or proceed from them.	U H	P44	3			See goal 1. Also: (C) Institution (C) Ideology (C) Political culture
12. The student is able to distinguish between: a) indigenous or borrowed, and b) imposed forms of political organization in the culture or cultures under study.	I U H	P45	3			See goal 1.
13. The student is able to analyze the effects of an externally-imposed political structure on the lives and institutions of a previously-isolated or previously self-governing people.	U H	P43	3 7		7.43 7.5.3.6 10.6.4.3.1	See goal 1. Also: (C) Freedom (C) Sovereignty (C) Diffusion (C) Acculturation (C) Disorganization (C) Substitution

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4.3.5.5 Technology and economy						
1. The student knows needs to which technology is addressed in all human societies (e.g., temperature regulation: clothing, shelter; food and water; defense; transportation; communication; healing).	P I U H	G2 K3	3			(V) Cultural knowledge (V) Cultural skills (V) Tools (C) Technology
2. The student knows examples and functions of basic tool types (e.g., container, medium, selector, converter).	U H	K3	1 2 3			See goal 1.
3. The student knows meanings of the terms tools, techniques and skills as used by anthropologists.	P I U H	K2 K3	3			See goal 1.
4. The student knows characteristics of tools found in the culture or cultures under study (e.g., what they're made of, used for, their shapes, sizes) and traditions associated with their manufacture and use.	P I U H	K3 K7	1 2 3 11			See goal 1.
5. The student is able to relate technological instruments, techniques and skills to the needs they meet in a culture or cultures under study.	P I U H	P44	3 11			See goal 1. Also: (C) Social needs
6. The student knows historical and geographic contexts in which various tools and techniques may have been developed in the culture or cultures under study.	P I U H	K3 K6 K8	1 2 3 11			See goal 1.
7. The student knows ways in which children within culture(s) under study learn the techniques and acquire the skills appropriate for their mode of technology.	P I U H	K3 K7	1 2 3 12		9.7.4 10.5.3.1 10.6.3.3	See goal 1. Also: (V) Educating (C) Enculturation (C) Learning

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4.3.5.5 Technology and economy (Cont.)						
8. The student knows ways in which an individual's technological training is affected by socially-defined roles and categories in the culture(s) under study (e.g., sex-, class-, age-based differences in what one is expected to do or be able to do, in opportunities available).	P I U H	K3 K8	1 2 3		5.3.1 5.3.3 9.7.3 10.5.2.2	See goal 1. Also: (V) Educating (C) Mobility
9. The student knows characteristics of foraging, horticulture, pastoralism, agriculture, and industrial mass production as modes of technological organization.	I U H	K3 K5	3 12		5.2 5.3 6.3.2	See goal 1.
10. The student knows characteristics of reciprocity, barter, trade, redistribution, and market exchange as modes of economic organization (i.e. of sharing the products of differentiated and specialized labor).	I U H	K3 K5	3 12		5.1.2 6.3.4	See goal 1. Also: (C) Economic system
11. The student knows economic characteristics of the culture(s) under study, and ways they may be related to social, political, geographic, and historical circumstances.	I U H	K3 K6	1 2 3 12 13			See goal 1.
12. The student knows animal, plant and mineral resources which the people of the culture(s) under study use for food, clothing, shelter, etc. and ways in which these resources are obtained, transported, stored, distributed, and prepared for use.	P I U H	K3 K7	1 2 3 11 12			See goal 1. Also: (C) Resources (C) Production

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4.3.5.5 Technology and economy (Cont.)						
13. The student knows techniques, products, beliefs, and systems of organization involved with health care and healing in the culture(s) under study.	P I U H	K3 K7	1 2 3 12			See goal 1. Also: (V) Health
14. The student knows ways in which people in the culture(s) under study transport themselves and their goods (e.g., routes used, maintenance or defense required; vehicles, materials, products and techniques involved in manufacturing and maintaining them).	P I U H	K3 K7	1 2 12		6.3.6	See goal 1.
15. The student knows ways in which access to or control of land, resources, goods, etc. is distributed among membership of the people(s) under study.	P I U H	K3 K7	1 2 3		5.7	See goal 1. Also: (C) Economic system (C) Political system
16. The student knows tools, techniques, traditions and organizations involved in the mode of defense or warfare characteristic of the culture(s) under study.	P I U H	K3 K7	1 2 3 12			See goal 1.
17. The student knows communications technology found in the culture(s) under study (e.g., products, organizations, techniques involved in compiling, recording, transmitting, storing, retrieving information).	P I U H	K3 K7	1 2 3 11 12		4.3.5.2	See goal 1. Also: (C) Communication

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4.3.5.6 Expressive culture						
1. The student knows myths, tales, legends, poems found within the folklore or literature of peoples under study.	P I U H	K3	1 2 11		10.6.3.6	(V) Cultural knowledge (V) Cultural arts (V) Diversity (V) Appreciativenes (V) Self-expression
2. The student knows psychological and social functions of storytelling of various kinds in various cultures (e.g., satisfaction of imaginative fantasy for teller and listener, writer and reader; importance of oral tradition in pre-literate societies; social functions of fables, myths, cautionary tales for children; satirical fiction as social commentary, criticism).	P I U H	K3 K7	1 2 3 11 12		10.6.3.6	See goal 1. Also: (V) Language (C) Language
3. The student knows materials, motifs, styles, etc. of plastic and graphic arts found in culture(s) under study (e.g., ceramics, statues, paintings).	P I U H	K3	1 2 3 11		10.6.3.6	See goal 1. Also: (V) Aesthetic responsiveness
4. The student knows ways in which people of the culture(s) under study characteristically decorate everyday objects, clothing, homes, etc.	P I U H	K3	1 2 11		10.6.3.6	See goal 1.
5. The student knows roles of music, dance and drama in the culture(s) under study (e.g., purposes, uses for ceremonial, ritual occasions; participants, audience; importance in everyday activities, social gatherings; political, economic functions; status of specialists).	P I U H	K3	1 2 3 11		10.6.3.6	See goal 1.

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4.3.5.6 Expressive culture (Cont.)						
6. The student knows songs, games, dances and stories found in the culture of children in societies studied.	P I	K3	1 2 11		10.6.3.6	See goal 1. Also: (V) Enjoyment
7. The student knows characteristics of folk, popular, and classical music found in the culture(s) studied (e.g., sources; themes; conventions of rhythm, melody, harmony, timbre, structure; instrumentation; vocal styles; type of text and/or form of instruction).	P I U H	K2 K3	1 2 3 11		10.6.3.6	See goal 1. Also: (V) Enjoyment (V) Knowledgeability
8. The student knows characteristics of folk, popular and classical dances found in the culture(s) studied (e.g., sources; themes; structure; styles; costuming; accompaniment).	P I U H	K3	1 2 3 11		10.6.3.6	See goal 1. Also: (V) Enjoyment (V) Knowledgeability
9. The student knows characteristics of folk, popular and classical drama found in the culture(s) studied (e.g., sources; themes; structures; staging or setting; media).	P I U H	K3	1 2 3 11		10.6.3.6	See goal 1. Also: (V) Enjoyment (V) Knowledgeability
10. The student knows characteristics of folk and classical games, sports, or other recreational activities common within the culture(s) studied (e.g., types, purposes, settings-occasions, functions; association with particular social classes, sexes, ages for participants, audiences).	P I U H	K3	1 2 3 11		10.6.3.6	See goal 1. Also: (V) Enjoyment (V) Knowledgeability

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4.3.5.6 Expressive culture (Cont.)						
11. The student knows factors influencing rates or directions of change in the forms, materials, styles, themes, settings, or uses of a culture's expressive arts (e.g., internal stability or innovation in communication and transportation technology; stability or change in political, economic, social conditions, physical environment; external factors: nature and frequency of contact with other peoples).	I U H	K3 K4 K8	3 11			See goal 1.
12. The student knows economic, political and technological conditions under which a society is likely to support specialists in the teaching, composition, production, or performance of expressive arts (e.g., urbanization, accumulation of wealth).	I U H	G2 K3 K8	3		5.2.1 7.5.3 10.6.3.6	See goal 1. (C) Civilization
13. The student knows types of organizations and audiences supporting the teaching, composition, production, or performance of expressive arts of culture(s) studied.	I U H	K3	1 2 3			See goal 1.
14. The student knows names and contributions of major historical figures in the expressive arts of culture(s) studied (e.g., authors, composers, artists, performers).	P I U H	K1 K3	2 3 11		7.4.3 7.5.3 10.6.3.6	See goal 1.

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4.3.5.6 Expressive culture (Cont.)						
15. The student knows technological innovations which influenced the development or diversification of expressive arts in the culture(s) studied, and people or organizations associated with such innovations (e.g., development of new media, settings, means of transmitting).	I U H	K3 K4 K8	1 2 3 11			See goal 1. Also: (V) Creativity (V) Invention (V) Ingenuity
16. The student knows elements of expressive culture which reflect or transmit particular elements of the belief system(s) found in the culture(s) studied (e.g., images of deities; mythological as religious, themes; uses of paintings, plays, music).	P I U H	K3	1 2 3 11		4.3.5.3	See goal 1. Also: (C) Ideology
17. The student knows elements of expressive culture which reflect political ideologies, movements, or events in the history or contemporary affairs of people(s) studied.	P I U H	K3	1 2 3 11			See goal 1. Also: (C) Political culture (C) Ideology
18. The student knows social conventions or norms governing who acquires what skills in the arts and games of the culture(s) studied (e.g., generalized learning of folk songs, stories, games through social interaction vs. learning of skills specific to age, sex, social position or rank; persons, methods, and organizations involved in selection, training).	I U H	K2 K7	1 2 3		10.5.2.1 10.5.2.2 10.6.3.6	See goal 1. Also: (C) Mobility

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4.3.5.6 Expressive culture (Cont.)						
19. The student knows standards by which members of different cultures (or of particular sub-cultures within them) judge the merit of products or performances in their various arts and games.	I U H	K3 K9	1 2 3 11		3.1.4	See goal 1.
20. The student knows characteristics of a culture's folk and/or classic humor (e.g., types of situations, subjects likely to provoke incidental laughter; traditional jokes, parodies; satirical styles and themes in various arts; purposes, audiences for which humor is intentionally created, performed; types of specialists).	P I U H	K3	3 11			See goal 1. Also: (V) Humor
21. The student knows psychological and social, political or economic functions of humor in various societies, or in particular groups (e.g., age-, sex-, rank-based) within societies.	I U H	K7	1 2 3 11 12			See goal 1. Also: (V) Humor
22. The student knows universal or archetypal themes found in the expressive cultures of all known peoples (e.g., human origins, birth, death, destiny, heroism, frailty; good vs. evil).	I U H	K2 K3	3		7.6.2 10.6.3.6	See goal 1. Also: (V) Unity (V) Communicating

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5. Economics

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5.1 Scarcity						
1. The student knows that the study of economics is essentially the study of scarcity, and of the ways that human beings have responded, do respond, or might yet respond to this universal problem.	I U H	K2 K3	3			(V) Cultural knowledge (V) Cultural skills (V) Inquiring (C) Scarcity
2. The student knows meanings of the terms "wants" and "resources" as used in the study of economics.	I U H	K1 K2	3	5		See goal 1. Also: (C) Resources
3. The student knows that scarcity is the relationship of wants to resources; i.e. wants exceed resources.	I U H	G1 K2 K10	3	5		See goal 1.
4. The student knows that scarcity is a condition inherent in life--individual and collective, human and non-human--rather than an occasional situation, or one you can overcome if you're rich enough.	U H	G1 K3	3	5		See goal 1. Also: (V) Knowledgeabilit (V) Self-knowledge (V) Insight
5. The student knows a variety of contexts or situations in which the principle of scarcity may be understood (e.g., body's limitations as a resource: can't be active indefinitely, can't do everything at once, can't be in two places at one time, can't stay alive permanently).	I U H	G1 K6	3 7	5		See goal 1. Also: (V) Knowledgeabilit (V) Relevance

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5.1 Scarcity (Cont.)						
6. The student knows that the "scarcity" we ascribe to particular items or services that are in short supply or difficult to obtain, is related to whether or not we know about and want them (e.g., petroleum is a "scarce" resource in modern society, not even a resource at all to pre-industrialized peoples).	I U H	K8 K9	3	5		See goal 1. Also: (V) Knowledge of resources (C) Resources (C) Values
7. The student knows that although people's ideas of what is scarce varies with their cultural beliefs, technology, historical experience, etc., some "wants" are fundamental to the maintenance of life and the "resources" needed to meet them are objectively, ecologically limited; (i.e., the earth does not have infinite life-support capability).	H	G1 K3 K9	3 7	5	1.2.1 4.3.5.5 6.3.1 6.4.4 6.4.5 9.5.1 10.6.3.4	See goal 1. Also: (V) Knowledge of resources (V) Access to resources (V) Maintenance of resources (V) Preservation of resources (V) Respect for life (C) Resources
8. The student knows ways of defining or characterizing "scarce goods" (e.g., goods--wanted resources or opportunities--that can only be enjoyed by sacrificing the enjoyment of another good).	I U H	K2	3 5		5.4.1	(C) Scarcity

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5.1.1 Scarcity and choice: related principles						
1. The student knows that people respond to scarcity by making choices (e.g., we choose what to do next, since we can't do everything; what to buy, since we can't buy everything).	P I U H	G1 K7 K8	3 9	5	5.4.1.1	(V) Cultural knowledge (V) Cultural skills (V) Inquiring (V) Problem-solving (C) Scarcity (C) Choice
2. The student knows that by choosing one way of "spending" a resource (e.g., time), we lose the opportunity to spend it another way, or for another purpose (principle of opportunity cost).	P I U H	G1 K8	3 9	5		See goal 1. Also: (C) Opportunity cost
3. The student knows that the cost of anything is the value of what we give up (i.e. the opportunities lost) in order to have it.	I U H	G1 K2 K3	3 9	5		See goal 1. Also: (C) Opportunity cost (C) Values
4. The student knows that every benefit has some cost (e.g., time spent gathering, fixing, eating food can't be spent on other things).	P I U H	G1 K3 K8	3 9	5		See goal 1. Also: (C) Opportunity cost
5. The student knows that as people try to meet their needs (satisfy their wants) at less cost, they may come up with substitutes for existing materials, ways of doing things, etc., or substitute one want for another which is too hard to satisfy.	P I U H	G1 K7	3 9	5	5.4.2.2	See goal 1. Also: (C) Substitution

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5.1.1 Scarcity and choice (Cont.)						
6. The student knows that human choices are not made in a vacuum, but are influenced by what is familiar or customary, what is believed and valued in general, as well as by immediate circumstances (e.g., physiological needs, social situation).	I U H	G2 K8 K9	3 9	5	1.1 2.6.2 5.4.1 9.4.3	See goal 1. Also: (V) Self-knowledge (V) Insight (C) Decision-making
7. The student knows that as people make choices, we balance anticipated benefits against anticipated costs, although we don't always do it consciously or systematically.	I U H	G2 K7	3 9	5	1.1 2.2.4 2.6.1 2.6.2 5.4.1 9.4.3	See goal 1. Also: (V) Self-knowledge (V) Insight (C) Decision-making (C) Rationality
8. The student knows that one way of doing things, (or one product, or one service) is likely to replace an earlier one when it proves advantageous in comparison with the first, or in comparison with other alternatives (e.g., when it provides the same benefits at less cost, greater benefits at the same cost, or seems to).	I U H	G1 K4 K8	3 9	5		See goal 1. Also: (C) Substitution (C) Comparative advantage
9. The student is able to distinguish between the concepts of <u>comparative</u> advantage (e.g., alternative vs. alternative) and <u>competetive</u> advantage (e.g., one person or group vs. another, in competition for territory, power, etc.).	I U H	P45	3 5	5		See goal 1. Also: (C) Comparative advantage

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5. Economics
5.1 Scarcity

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.1.1 Scarcity and choice (Cont.)						
10. The student knows reasons why adequate information is the key to drawing valid conclusions about the comparative advantage of one choice over another.	U H	K2 K8 K9	3 9 12	5	1.1 2.2.4 2.5 2.6.2 5.4.1.1 5.4.1.6	See goal 1. Also: (V) Adequacy as basis for action or decision (V) Predictive validity (C) Decision-making (C) Comparative advantage

5. Economics
5.1 Scarcity

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.1.2 Scarcity, specialization and economic organization						
1. The student knows the meaning of the terms "specialization and division of labor."	P I U H	G1 K1 K2 K3	3	5	10.5.2.1	(V) Cultural knowledge (V) Knowledgeability (C) Specialization (C) Differences/ Differentiation
2. The student knows advantages or gains to the individual of living in a group where labor is divided and specialized and the results shared or exchanged in some way, rather than having to provide all needed goods and services for oneself.	P I U H	K3 K8	3	1 5	1.2.2	See goal 1. Also: (V) Sharing (V) Productivity (V) Security (C) Social organization (C) Community (C) Economic system
3. The student knows advantages or gains to a group of having labor divided and specialized within its membership (e.g., when people can specialize, they develop skills, new techniques, etc. that increase production).	P I U H	K3 K8	3	1 5	1.2.2	See goal 1. Also: (V) Productivity (V) Security (V) Stability (V) Efficiency (V) Progress
4. The student knows opportunities lost to the individual by his or her specialization in a particular role, task, career, etc. (e.g., development of other skills).	I U H	K3 K8	3 9	4 5	1.1.1	See goal 1. Also: (V) Insight (V) Self-knowledge (C) Opportunity cost (C) Choice

5. Economics
5.1 Scarcity

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.1.2 Scarcity, specialization and economic organization (Cont.)						
5. The student knows that when people divide and specialize labor, each must be able to count on having access to what others produce, in order for each to survive.	P I U H	K3 K7 K9	3 9	5	1.2.2	See goal 1. Also: (V) Security (V) Stability (V) Social responsibility (V) Access to resources (C) Interdependence (C) Social needs
6. The student knows ways that people may gain access to the products of other people's labor, including: a) tradition (allocation by social roles, rules, customs); b) command (threat, force, or legal authority); c) exchange (trading).	P I U H	K2 K5 K7	3	1 5	8.3.1 8.3.2 8.4 10.6.3.4	See goal 1. Also: (V) Sharing (V) Cooperating (C) Tradition (C) Authority (C) Market
7. The student knows the meanings of the term "economic organization."	I U H	K1 K2	3	5	4.3.5.5 5.5.1 10.6.3.4	See goal 1. Also: (C) Economic system (C) Social organization (C) Production (C) Market
8. The student knows that systems of economic organization are collective responses to the problem of scarcity.	I U H	G2 K7	3	1 5	1.2.1 1.2.2	See goal 1. Also: (V) Productivity (V) Security (V) Stability (C) Scarcity
9. The student knows basic elements of economic organization (e.g., specialization, systematic exchange or allocation of products, interdependence of members) which are present in units as small as the family, as complex as the international economy.	I U H	K3	3	1 2 5	10.5.2	See goal 1. Also: (C) Economic system (C) Social organization (C) Interdependence

5. Economics
5.1 Scarcity

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.1.2 Scarcity, specialization and economic organization (Cont.)						
10. The student knows applications of the concept of specialization to economic relationships among communities, regions or nations (e.g., community may specialize in production of goods made with locally available raw materials, trade with other communities for other needed goods).	I U H	G1 K2 K6	3	5	5.5.5 6.3.4 6.3.7 6.3.8 6.5.3.3	See goal 1. Also: (C) Market (C) Economic system (C) Economy (C) Comparative advantage
11. The student knows ways in which the Law of Comparative Advantage applies to relations among communities, regions, or nations (e.g., it is more advantageous for all concerned if each specializes in what they can produce most efficiently and trade for things produced efficiently elsewhere, than for each to be limited to what it can produce and exchange internally).	U H	G1 K2 K6 K9	3	5	5.5.5 6.3.4 6.3.7 6.3.8 6.5.3.3	See goal 1. Also: (C) Comparative advantage (C) Production (C) Market
12. The student knows that every society has to decide what goods and services to produce, how to produce those goods and services, and for whom to produce them.	I U H	G1 K9	3	5		See goal 1. Also: (C) Economic system (C) Social system (C) Decision-making (C) Choice
13. The student knows that a society's choices of how its production should be specialized (e.g., what to produce, how, for whom) are affected by a variety of factors, including cultural beliefs and values; technology, raw materials, labor, capital available internally; reliability of trade routes and agreements, traditional economic and political alliances and rivalries, etc.	I U H	G2 K6 K8 K9	3	5	5.4.1.1 8.9.1	See goal 1. Also: (C) Economic system (C) Social system (C) Decision-making (C) Choice

5. Economics
5.2 Historical responses to scarcity

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.2.1 Agricultural revolution (See also: 4.3.4.1 Evolutionary sequences; 4.3.5.5 Technology and economy; 6.3.2 Agriculture; 7.5.3.1 Prehistoric)						
1. The student knows that the development of farming (usually dated around the 8th millenium B.C.) was "revolutionary" in the sense that it profoundly changed human relationships to nature and to each other.	I U H	G2 K4 K8	1 2 3			(V) Cultural knowledge (V) Cultural skills (V) Knowledgeability (C) Production (C) Revolution
2. The student knows that for thousands--or perhaps millions--of years, humans lived in bands or tribes organized for moving within a territorial range, hunting and gathering food, water, and the raw materials needed to produce tools.	P I U H	G2 K6 K7	1 2			(V) Cultural knowledge (V) Cultural skills (V) Knowledgeability
3. The student knows that early human populations filled ecological niches similar to those of other mobile, omnivorous predators, with the ability to produce and use tools (clothing, weapons, shelter, etc.) substituting for the ability to grow fur or claws, to hibernate, etc.	U H	G2 K3 K7	1 3		10.6.2	See goal 2. Also: (V) Tools (V) Invention (V) Productivity (C) Adaptation (C) Adjustment (C) Production
4. The student knows ways that productive labor may have been divided in an early nomadic population (e.g., by sex, age within family groups; few specialists as such within a tribe).	I U H	K2 K7	3	1	6.3.3	(V) Cultural knowledge (V) Cultural skills (V) Knowledgeability (C) Differences/ Differentiation (C) Production

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5. Economics
5.2 Historical responses to scarcity

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.2.1 Agricultural revolution (Cont.)						
5. The student knows techniques that may have been used to share (distribute) the products of human labor within and among early nomadic populations, and types of goods-services involved (e.g., social allocation of raw materials gathered, tools made within families or tribes; trading of food, tools, etc. among tribes).	I U H	K2 K7	3	1 2	6.3.4	(V) Cultural knowledge (V) Cultural skills (V) Knowledgeabilit (C) Market
6. The student knows that although hunting and gathering enabled humans as a species to avoid extinction, the size and well-being of a hunting-gathering population varied from season to season and year to year.	I U H	G2 K4 K8	1 2 3		6.3.5 10.6.2	See goal 2.
7. The student knows causes and effects of hunting-gathering peoples' inability to increase a habitat's food yield or to accumulate large stores of food.	I U H	K8	1 2 3			See goal 2. Also: (V) Productivity (C) Production (C) Security
8. The student knows that eventually (probably by 8000 B.C.) some human populations succeeded in substituting herding for hunting (i.e. investing some of their labor in managing and maintaining reserves for the future, though retaining mobility; transition from predatory to symbiotic relationship with certain animal species).	I U H	G2 K4	1 2 3			See goal 2. Also: (V) Access to resources (V) Maintenance of resources (V) Preservation of resources (V) Predicting (V) Planning (V) Modifying
9. The student knows costs and benefits to a population of organization for herding, rather than for hunting.	I U H	K8	1 2 3			See goal 2.

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5.2 Historical responses to scarcity

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.2.1 Agricultural revolution (Cont.)						
10. The student knows ways in which people may have discovered the possibility of farming; i.e. of sacrificing mobility for control of what grew in one place.	I U H	K7	1 2 3			(V) Cultural knowledge (V) Cultural skills (V) Invention (V) Insight (V) Access to resources
11. The student knows that the transition from hunting-gathering to farming led--for the first time--to surplus production.	P I U	G2 K4 K8	2 3			(V) Cultural knowledge (V) Cultural skills (V) Knowledgeability (V) Productivity (C) Production
12. The student knows places and peoples commonly associated with the rise of settled farming, and the tools and techniques of irrigation, cultivation, planting, harvesting, storage, etc. which they developed.	I U H	K1 K3 K6	1 2			(V) Cultural knowledge (V) Cultural skills (V) Knowledgeability (V) Invention
13. The student knows changes in modes of manufacturing and marketing (in the way production was organized, in what was produced, in how it was shared or distributed, etc.) associated with the agricultural revolution (e.g., rise of cottage manufacturing, centralized local markets, standardized mediums and units of exchange, increased trade).	I U H	K4 K8	1 2 3		6.3.3 6.3.4	(V) Cultural knowledge (V) Cultural skills (V) Knowledgeability (C) Community (C) Production (C) Market
14. The student knows costs and benefits of settlement and farming (vs. nomadic or migratory existence).	I U H	K8	3			(V) Cultural knowledge (V) Cultural skills (V) Insight

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.2.1 Agricultural revolution (Cont.)						
15. The student knows ways in which the agricultural revolution affected the dynamics of human populations (e.g., terrific worldwide population increase; disease and warfare as more important factors in regulation of population growth).	I U H	K8	1 2 3		6.3.5 10.6.1 10.6.2	(V) Cultural knowledge (V) Cultural skills (V) Insight (C) Population (C) Change (C) Growth
16. The student knows ways in which the substitution of farming for hunting-gathering or herding led to the development of villages, cities, and the establishment of trade routes and arrangements among them.	I U H	K4 K8	1 2 3		6.3.6 6.3.7	(V) Cultural knowledge (V) Cultural skills (V) Knowledgeability (C) Market (C) Urbanization
17. The student knows that as societies learned how to increase their resources (e.g., to produce, manage, accumulate and trade stores of essential raw materials) wants multiplied as well, since there were: a) more people to want things; b) some people with man/hours free to dream, scheme, compete, invent; and c) a greater variety of goods and services available to be wanted.	I U H	K4 K8	1 2 3		5.1	(V) Cultural knowledge (V) Cultural skills (V) Insight (C) Scarcity (C) Growth (C) Change
18. The student knows ways in which the development of agricultural technology and settled communities affected human orientation to the natural environment (e.g., development of concepts regarding land as property; with ownership, inheritance of land and other valued resources).	I U H	K4 K6 K8	2 3		1.2.1 4.3.5.1 4.3.5.3 6.3.1	(V) Cultural knowledge (V) Cultural skills (C) Change

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5.2 Historical responses to scarcity

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.2.1 Agricultural revolution (Cont.)						
19. The student knows ways in which the development of settled farming led to the specialization and diversification of human activities (e.g., fewer people could produce enough food to feed the society, so others could specialize in warfare, trade, construction, arts, government, etc.).	I U H	K4 K8				(V) Cultural knowledge (V) Cultural skills (V) Diversity (C) Specialization (C) Differences/ Differentiation (C) Production
20. The student knows changes in human relationships to each other which were brought about by the agricultural revolution (i.e., by the growth of settled communities and cities, of specialized and diversified labor and production), including: a) development of slavery and serfdom as economic institutions; b) development of formal class-caste structures within populations; c) cultural and socio-economic divergence of rural peasant and urban populations; d) development of political institutions - law, government - as distinct from kinship or religion, with authority over human relationships and behavior; e) increased economic interdependence.	U H	K4 K6 K8	2 3	1	1.2.2 4.3.4.1.4 5.3.1 7.5.3.2 7.5.3.3 8.5.1	See goal 1. Also: (C) Change (C) Growth (C) Urbanization (C) Specialization (C) Government (C) Interdependence

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5.2 Historical responses to scarcity

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.2.2 Industrial revolution (See also: 6.3.2 Agriculture; 6.3.3 Manufacturing; 6.3.4 Marketing, 7.5.3.5 Western renaissance; 7.5.3.6 Western colonialism)						
1. The student knows that in general, when humans can't do for themselves something they want to do, they build something else that can do it for them; i.e. we invent and produce tools, and create the social structures capable of supporting their production, distribution and effective use.	P I U H	G1 G2	3 12	1		(V) Cultural knowledge (V) Cultural skills (V) Insight (V) Invention (V) Problem solving (C) Substitution (C) Invention/ Innovation (C) Technology (C) Production
2. The student knows historical events and conditions associated with the development of machines and techniques for industrial mass production (e.g., rise of cities, commerce, the middle class; invention and diffusion of written language; origin, growth of scientific inquiry; world exploration and conquest; collapse of feudalism).	I U H	K3 K4	2 3		4.3.4.1.4 5.3.1 5.3.2	(V) Cultural knowledge (V) Cultural skills (V) Invention (V) Insight (V) Tools (C) Urbanization (C) Industrialization (C) Scarcity
3. The student knows inventions which led to the centralization and specialization of manufacturing in cities, and the inventors and manufacturers involved.	I U H	K1 K3 K4 K8	2 3			(V) Cultural knowledge (V) Cultural skills (V) Invention (C) Urbanization (C) Industrialization

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.2.2 Industrial revolution (Cont.)						
4. The student knows places, societies and time periods associated with the rise of centralized industrial production.	I U H	K1 K4 K6	2 3			(V) Cultural knowledge (V) Cultural skills (C) Urbanization (C) Industrialization
5. The student knows that world economic growth was slow and sporadic until the 18th century industrial revolution.	I U H	G2 K3 K4	2 3		5.3.1	(V) Cultural knowledge (V) Cultural skills (C) Industrialization (C) Growth
6. The student knows innovations in technological and economic organization which characterize the industrial revolution, including: a) factory system for organization of production, rather than cottage or handicraft modes (i.e. specialized mass production of standard commodities at centralized locations); b) industrial mass production of capital goods (machine tools, etc.) to be used in further production; c) money economy, with market exchange and competition--rather than tradition (social roles, rules) or command (government)--as primary means of assuring continuity of production, and for distributing products (e.g., labor and land as marketable, money-earning commodities, rather than as elements socio-political organization).	I U H	K2 K4 K7	1 2 3	1	5.3.3 6.3.3	(V) Cultural knowledge (V) Cultural skills (V) Insight (C) Production (C) Market (C) Economy (C) Industrialization

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.2.2 Industrial revolution (Cont.)						
7. The student knows institutions and classes able to accumulate wealth or purchasing power in pre-industrial Western societies, and their primary sources, including: a) monarchy, ruling aristocracy, the military and military leadership: conquest, taxation, inheritance; b) church, religious aristocracy: tithes, commerce; c) the bourgeoisie - merchants and bankers: commerce with institutions and classes listed above.	U H	K3 K4	1 2		5.3.1 5.3.2 7.5.3.3 7.5.3.4 7.5.3.5	(V) Cultural knowledge (V) Cultural beliefs (V) Insight
8. The student knows reasons why the manufacturing of goods for sale was not a major source of wealth or purchasing power prior to the industrial revolution, including: a) limited technology; b) limited markets; c) social and political controls on membership, operations and output of Guilds.	I U H	K4 K8	1 2		5.3.1 5.3.2	(V) Cultural knowledge (V) Knowledgeability (V) Insight
9. The student knows effects of the industrial revolution on patterns of urban growth and settlement, and on the nature and functions of cities (e.g., created new cities, as centers of manufacturing rather than as centers of government, culture or commerce; radically altered sizes, structures and functions of existing cities, linking them into vast marketing networks).	I U H	K4 K6 K8	1 2 3		6.3.6 6.3.7 6.4.7 6.4.8	(V) Cultural knowledge (V) Knowledgeability (C) Urbanization (C) Industrialization

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.2.2 Industrial revolution (Cont.)						
10. The student knows that the industrial revolution eventually transformed England, Western Europe and the United States from rural-agricultural into urban-industrial societies.	I U H	G2 K4 K8	2 3		6.3.7 6.4.7 6.4.8	(V) Cultural knowledge (V) Insight (V) Knowledgeability (C) Urbanization (C) Industrialization (C) Mass society
11. The student knows ways in which the industrial revolution influenced the growth or decline of particular cities (e.g., importance of port locations for import of raw material, export of finished goods; effects of railroads on settlements next to and away from lines and depots).	I U H	K4 K6 K8	1 2 3		6.3.6 6.3.7	(V) Knowledgeability (C) Urbanization (C) Industrialization
12. The student knows ways that products of major industries have affected urban economies and life styles (e.g., effects the auto had on economic opportunities and economic problems).	P I U	K3 K8	1 2 3		5.8.5 6.3.3.4 6.4.3 7.4.2.1.5 10.6.4.3.5	(V) Knowledgeability (V) Insight

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5.2 Historical responses to scarcity

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.2.2 Industrial revolution (Cont.)						
13. The student knows characteristics of major stages in the industrial revolution, including: a) initial stage: originating in 1750's in England, concentrated on new textile machinery, improved methods of coal production and iron manufacture, revolutionary agricultural techniques, and steam power; b) second stage: mid-nineteenth century, with industrial inventions centering on steel, railroad and steamship transportation, agricultural machinery, chemicals; c) third stage: early twentieth century, new wave of inventions involving electrical power, automobiles, the gasoline engine, telecommunication; d) current stage: revolutionary development in electronics, air travel, automation, nuclear energy.	I U H	K3 K4	1 2	1	6.3.6 6.4.6	(V) Cultural knowledge (V) Cultural skills (V) Tools (V) Invention (V) Productivity (V) Progress (C) Industrialization (C) Technology
14. The student knows ways that the lives of working or lower-class families were altered by early stages of the industrial revolution (e.g., effects of move from ancestral farmlands and villages to crowded cities, mill and mining towns; roles of men, women and children as paid laborers in factories, mines vs. roles as peasants or serfs; new opportunity for social, economic, occupational, physical mobility, balanced by increased dependence on money and mass-produced goods to meet basic physical needs).	P I U H	K4 K6 K8	1 2 3		6.4.7	(V) Knowledgeability (V) Insight (V) Empathy (C) Disorganization (C) Social change (C) Industrialization (C) Revolution (C) Urbanization (C) Secularization (C) Interdependence (C) Mobility

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.2.2 Industrial revolution (Cont.)						
15. The student knows long-term effects of the industrial revolution on the lives and composition of lower classes in European and American societies (e.g., overall rise in standard of living, literacy, political involvement, economic and political power, and in socio-economic status of industrial laborers; descendents of European peasants-serfs-laborers replaced by non-Europeans as the "under-class"; growing population of chronically unemployed urban poor vs. dwindling population of rural subsistence farmers, share-croppers, etc.; vastly increased individual and family mobility-physical, occupational, socio-political).	I U H	K4 K6 K8	1 2 3	1	5.3.4 5.7.2 6.4.7 10.5.2.3	(V) Knowledgeability (V) Insight (C) Social change (C) Revolution (C) Industrialization (C) Urbanization (C) Mobility (C) Secularization
16. The student knows ways in which the industrial revolution altered the lives of urban middle and ruling class families (e.g., replacement of skilled craftsmen, artisans with machines, mass production; opportunities for upward mobility, entrepreneurship; accumulation of wealth, power by corporations, by manufacturers; power and status following wealth, instead of vice versa).	I U H	K4 K8	1 2 3	1	5.3.3 5.3.4	(V) Knowledgeability (V) Insight (C) Revolution (C) Social change (C) Industrialization (C) Mobility (C) Secularization

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.2.2 Industrial revolution (Cont.)						
17. The student knows ways in which industrialization has affected farming and farm life (e.g., mechanization, agricultural mass production, distribution; corporate or government ownership vs. feudal and family-farm systems; farming as specialized occupation of small percentage of population).	I U H	K4 K8	1 2 3	1	5.3.3 5.3.4 5.5.2 5.6.1.2 6.4.8	(V) Knowledgeability (V) Insight (C) Revolution (C) Social change (C) Industrialization (C) Urbanization (C) Secularization
18. The student knows ways in which the industrial revolution influenced growth of various public and private institutions, (e.g., public education, national and multinational corporate structures, labor unions, the military, sciences, law, mass communications media, medicine).	U H	KP K4 K8	1 2 3		5.5 7.4.2 7.4.3 10.6.3	(V) Knowledgeability (V) Insight (C) Revolution (C) Social change (C) Industrialization (C) Mass society (C) Institution (C) Growth
19. The student knows ways in which the industrial revolution affected economic and political relationships among nations (e.g., increased exploration, trade, exploitation of natural and human resources of non-industrialized nations; proliferation of arms, nuclear threat as factors in international relations; effect of oil-dependency).	I U H	K4 K8	1 2 3 7		5.3.4 5.5.5 5.6.4 5.7.2.3 6.4.5 7.5.3.6 8.9	(V) Knowledgeability (V) Insight (C) Industrialization (C) Revolution (C) Interdependence
20. The student knows benefits of industrialization to members of modern industrialized societies (e.g., increased supply and variety of available goods and services; increased leisure time, opportunities to pursue education, arts, recreational interests; higher "standard of living").	I U H	K3 K8	1 2 3			(V) Cultural knowledge (V) Cultural skills (V) Progress (C) Industrialization (C) Mass society

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5.2 Historical responses to scarcity

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.2.2 Industrial revolution (Cont.)						
21. The student knows that only about one-third of the earth's people have as yet benefited from the industrial revolution.	I U H	G2 K3	1 2			(V) Knowledgeability (V) Insight (C) Industrialization
22. The student knows costs of industrialization to members of industrialized and non-industrialized societies.	I U H	K3 K8	1 2 3 7		5.6.1.2	(V) Knowledgeability (V) Insight (C) Industrialization
23. The student knows ways that the industrial revolution affected rates of economic growth and of technological, social and cultural change in industrialized nations.	I U H	K4 K8	3 7		5.3.4 5.7.2.2 10.5.5	(V) Cultural knowledge (V) Progress (C) Growth (C) Change (C) Social change (C) Industrialization
24. The student knows effects of industrialization on human population dynamics (e.g., lowered rates of birth and of infant mortality, extended life expectancy in industrialized societies; worldwide population explosion; disequilibrium; hunger as major factor in non- and semi-industrialized countries).	U H	K4 K8	1 3 7		6.3.5 6.4.3 10.6.1 10.6.2	(V) Knowledgeability (V) Insight (V) Respect for life (C) Change (C) Industrialization (C) Population (C) Equilibrium
25. The student knows ways the industrial revolution is still occurring today, expecially in Third World countries.	I U H	K3 K6	1 3 7		5.6.4 7.5.3.7	(V) Knowledgeability (C) Industrialization

5. Economics
5.2 Historical responses to scarcity

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.2.2 Industrial revolution (Cont.)						
26. The student knows ways in which the human relationship or orientation to nature has changed since the industrial revolution of the 18th century.	I U H	K3 K4 K6	1 2 3 7		1.2.1 5.3.4 6.3.1 6.4.3 10.6.2	(V) Cultural knowledge (V) Cultural skills (V) Cultural beliefs (C) Change (C) Technology (C) Industrialization (C) Secularization
27. The student knows reasons why modern society is sometimes called "Post-industrial."	H	K2 K3 K8	3			(V) Knowledgeability (C) Industrialization
28. The student knows that while the industrial revolution vastly increased the productivity and variety of human and environmental resources, it also increased the quantity and variety of human wants (e.g., more people, more specialized goods, services needed to maintain continuity of production-distribution; more products to be wanted).	I U H	G1 K4 K7	3 7			(V) Knowledgeability (V) Insight (C) Scarcity (C) Industrialization (C) Production

5. Economics
5.3 History of economic thought

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.3.1 Ancient and medieval ideas						
1. The student knows economic characteristics of classical civilizations, including: a) organization of production and distribution by tradition and/or command; b) rural-agricultural foundation; c) market function of cities restricted to trade in consumer goods for upper classes, rather than in raw materials for production or for export to hinterlands (i.e. urban and rural economies were not yet integrated); d) dependence on slave labor; e) wealth as reward for political, military or religious power or achievement, not for economic activity itself. (See Heilbroner, The Making of Economic Society).	I U H	K3	2 3		5.2.1 7.5.3.3	(V) Cultural knowledge (V) Cultural skills (C) Economic system (C) Production (C) Market
2. The student knows that problems of production and distribution, poverty and wealth were dealt with in early civilizations as matters of personal or social morality, religious practice, or political justice (e.g., Assyrian tablets, book of Leviticus); i.e. no economic system, separate from social-political organization, had arisen to be analyzed.	U H	G2 K2 K3	2 3		7.5.3.2 7.5.3.3	See goal 1.
3. The student knows that the systematic study of economics as such began with Aristotle.	U H	K1 K2 K4	2 3		7.5.3.3	(V) Cultural knowledge (V) Inquiring (V) Cultural skills

5. Economics
5.3 History of economic thought

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.3.1 Ancient and medieval ideas (Cont.)						
4. The student knows economic questions, definitions and propositions first advanced by Aristotle (e.g., questions regarding value, interest, basis of exchange; use and gain as separate aspects or motives of economic activity; oeconomia as art of household management, administration of patrimony, careful husbanding of resources vs. chrematistike as economic activity aimed at gain or profit).	U H	K2 K3	2 3			(V) Cultural knowledge (V) Inquiring (V) Cultural skills
5. The student knows ancient and medieval attitudes toward wealth-seeking through manufacture or trade (e.g., labor for gain; selling one's services or produce at a profit, trading at a profit, lending money at interest) as found in works of major philosophers and theologians (e.g., Aristotle and "ignobility" of craftsmen, traders; Cicero and unworthiness of wages for toil vs. for reward for artistry; "sordidness" of buying wholesale to sell retail; Thomas Aquinas and "sin" of selling for more than "just price").	U H	K1 K3	2 3		7.5.3.3 7.5.3.4	(V) Cultural knowledge (V) Insight (C) Production (C) Market

5. Economics
5.3 History of economic thought

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.3.1 Ancient and medieval ideas (Cont.)						
6. The student knows assumptions underlying ancient and medieval attitudes toward money-making, and their relationships to ideas governing the division of labor and wealth (e.g., greed and avarice--desire for gain, profit, wealth--as inherently and ultimately destructive human tendencies, to be contained or suppressed through strict external controls; stable and continuous production--rather than increased production or wealth--as purpose of economic activity; productive labor seen as means of maintaining social order; caste structure with reciprocal obligations of ruler-masters and ruled-laborers).	U H	K2 K3	2 3		7.5.3.3 7.5.3.4	See goal 1. Also: (C) Stability (C) Security
7. The student knows that with the collapse of the Roman Empire--the breakdown of large-scale political organization and the transportation, marketing networks it had maintained, --Europe was fragmented to small, armed and/or walled, self-sustaining units of both government and economic organization--i.e. the manorial estates.	U H	G2 K4	2		7.5.3.4	(V) Cultural knowledge (V) Insight (C) Disorganization

5. Economics
5.3 History of economic thought

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.3.1 Ancient and medieval ideas (Cont.)						
8. The student knows economic characteristics of feudal-manorial life during the early Middle Ages, including: a) production and distribution organized by tradition; b) little commerce, few money transactions; a manor supplied itself and perhaps a local town; c) lord provided tenants with use of his lands, beasts, tools to grow their food and his; also provided military defense, food from manorial reserves in time of famine; d) tenants paid lord "in kind"- i.e., produce - and in small money payments: head taxes, death duties, marriage fees, dues for use of mill, ovens, other equipment.	U H	K3	2 3		7.5.3.4	See goal 1. (C) Tradition (C) Cohesion-Integration
9. The student knows characteristics and functions of towns, fairs, and guilds in the social, political and economic life of medieval Europe.	U H	K3 K7	2 3		7.5.3.4	See goal 1.
10. The student knows similarities and differences between guilds and modern forms of business or industrial organization (e.g., both are modes of organizing manufacture; roles, and relationships of masters-journeyman-apprentices vs. roles and relationships of employer-employees; guilds organized to perpetuate social order, vs. to make money or increase production, with wages, route of advancements fixed by custom, and laws prohibiting advertising and technological variations).	U H	K2 K5	2 3	1	7.5.3.4	See goal 1.

SOCIAL SCIENCE

5. Economics
5.3 History of economic thought

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.3.1 Ancient and medieval ideas (Cont.)						
11. The student knows the role of the Catholic Church in supporting or perpetuating the traditional organization of medieval economic life, and religious doctrines or beliefs which significantly affected economic practices (socio-political dominance of church; subordination of economic interests and concerns to real business and purpose of life: salvation; economic conduct, as an aspect of personal conduct, subject to rules of Christian morality, as defined by church; usury as mortal sin in eyes of God, church, society).	U H	K2 K7	2 3		7.5.3.4 8.5.2.3	See goal 1.
12. The student knows historic experiences and observations re-inforcing or supporting the dominance of religion and feudal tradition over medieval economics and the emphasis on reproducing, but not increasing, the material well-being of the past (e.g., plagues, warfare; famines during which loans for bread could command 40 - 60% interest).	U H	K3 K4 K8	2 3		7.5.3.4	See goal 1.

5. Economics
5.3 History of economic thought

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.3.1 Ancient and medieval ideas (Cont.)						
13. The student knows factors which contributed to the slow evolution of a market economy out of medieval economic life, including: a) itinerant merchants - freemen, runaway serfs traveling in processions from fair to fair; selling imported goods, relics, etc. for cash; b) urbanization - the slow growth of towns near castle walls, in 13th and 14th centuries, as merchants settled and opened shops; the first purely commercial cities, vs. outposts of government; c) the Crusades - exposing Europeans to money economics, wealth, cultural and commercial vitality of other lands.	U H	K3 K4 K8	2 3		7.5.3.4	(V) Cultural knowledge (V) Insight (C) Secularization (C) Market (C) Urbanization (C) Acculturation

5. Economics
5.3 History of economic thought

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.3.2 Mercantilism, economic nationalism						
1. The student knows ways in which the emergence of mercantilism, the formation of centralized monarchies out of previously fragmented feudal sovereignties, and the onset of world exploration and colonialism are interrelated in the growth and secularization of Renaissance markets and economies (e.g., amalgamation of fragmented markets, monetary systems under monarchs facilitated commercial enterprise and wealth of bourgeoisie, who in turn financed monarchs' households, military enterprises, etc.; royal patronage stimulated manufacture of luxury goods, ships, etc., increasing flow of money; New World conquest and exploration returned gold, silver, etc. to increase wealth, and resulted in tremendous expansion of trade and markets).	U H	K4 K6 K8	2 3	1	7.5.3.5	(V) Cultural knowledge (V) Insight (V) Productivity (C) Change (C) Social change (C) Economy (C) Market (C) Nationalism (C) Growth (C) Secularization
2. The student knows ways in which the introduction of Protestant theology (particularly Calvinism), and the rise of Protestantism to replace Catholicism in some countries, may have influenced the direction of change in Western economic thought and practice.	U H	K4 K7 K8	2 3		7.4.2.3 7.5.3.5	(V) Cultural knowledge (V) Cultural beliefs (V) Insight (C) Social change (C) Secularization

5. Economics
5.3 History of economic thought

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.3.2 Mercantilism, economic nationalism (Cont.)						
3. The student knows ways in which Calvinist beliefs about the proper functions of work and the proper use of wealth differed from traditional Catholic attitudes and ideas (e.g., glorification of diligence in work as evidence of dedication to one's pre-ordained calling vs. as evidence of worldly vanity; promotion of thrift--saving--as proper use of gain vs. previous assumption by Catholics and virtually everyone else that wealth was for pleasure, ease, consumption).	U H	K2 K5	3	1		(V) Cultural knowledge (V) Cultural beliefs (V) Insight (V) Productivity (C) Secularization
4. The student knows the significance of the idea of thrift or saving--i.e. of limiting consumption, thereby releasing resources for use as capital, to stimulate increased production--as an impetus to economic growth, and as a basic requirement for the development of a market economy.	U H	K7 K8	2 3		5.5.1 5.5.3 5.6.2.2 5.7.1	(V) Cultural knowledge (V) Cultural beliefs (V) Insight (V) Access to resources (V) Productivity (C) Production (C) Market (C) Industrialization

5. Economics
5.3 History of economic thought

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.3.2 Mercantilism, economic nationalism (Cont.)						
5. The student knows that as mercantilism, industry, economic nationalism, and exploration gathered momentum, traditional (ancient and medieval) ideas about human relationships to land - the meaning of ownership, the function and significance of land - gave way to the idea of land as a distinctive factor in production; i.e. of feudal landholdings as "real property", marketable commodities, rather than the basic unit of socio-political organization.	U H	G1 K2 K4	2 3		5.5.1 7.5.3.5 7.5.3.6	(V) Cultural knowledge (V) Cultural beliefs (V) Insight (C) Change (C) Secularization (C) Production (C) Market
6. The student knows historic events and trends associated with the commercialization of land (e.g., conversion from "in kind" to monetary dues, taxes, fixed rents; inflationary squeeze on lords-impoverishment of nobility; enclosure of previously communal grazing lands for sheep-raising by lords).	U H	K4 K6 K8	2 3		7.5.3.5 7.5.3.6	See goal 5.
7. The student knows ways that the commercialization of land led to the commercialization of labor in both economic thought and economic practice (e.g., enclosure; consolidation of small peasant holdings into tracts for large-scale commercial farming; with dispossessed peasants, tenants, etc., creating proletariat--mobile, hungry "labor force" unable to survive except by wage-earning or thievery).	U H	K4 K6 K8	2 3		5.5.1 7.5.3.5 7.5.3.6	See goal 5.

5. Economics
5.3 History of economic thought

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.3.2 Mercantilism, economic nationalism (Cont.)						
8. The student knows that the secularization of economic thought and organization in post-Medieval Europe was paralleled and facilitated by the secularization of knowledge (e.g. by the establishment and growth of universities and academies; the renewal of humanistic and classical emphases in philosophy, arts and letters, education; the origin and growth of scientific inquiry, with emphasis on empirical vs. traditional or purely logical proofs, on real vs. spiritual world; reversal of traditional attitude toward technical inventions, inventiveness, innovation).	U H	K4 K5 K8	2 3		4.3.5.3 7.5.3.5 10.6.3	(V) Cultural knowledge (V) Cultural beliefs (V) Cultural skills (V) Inquiring (V) Exploring (V) Invention (V) Educating (V) Literacy (V) Progress (C) Invention/ innovation (C) Secularization (C) Change
9. The student knows ways in which inventions such as the printing press, the paper mill, the mechanical clock, navigational and mapping tools stimulated both intellectual and economic change in post-Medieval, pre-industrial Europe.	I U H	K4 K7 K8	1 2 3	1	6.1.2 7.5.3.5	See goal 8.

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5.3 History of economic thought

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.3.2 Mercantilism, economic nationalism (Cont.)						
10. The student knows that under the pressures of mercantilism, and the nationalism, urbanization technological change, etc., which accompanied it, tradition could no longer function as an adequate means of organizing a society's production and distribution; i.e. it no longer provided the information and criteria by which an individual or a society could make appropriate economic decisions, and it no longer controlled individual behavior well enough to assure continuing, adequate production of essential goods and services.	U H	K4 K6 K8	2 3		1.1.3 2.6.2 7.5.3.5 8.5.3	(V) Cultural knowledge (V) Insight (V) Adequacy (C) Change (C) Social change (C) Decision-making (C) Social control (C) Economic system (C) Secularization
11. The student knows that in the early modern period, the emerging nation-states (national monarchies) took control of economic decision-making; i.e. command (the "threat" system) replaced tradition (the "integrative" system) as the regulator of production and distribution, with decisions about what to produce, how and for whom, made and enforced by strong centralized governments; continuity of production assured by government's ability to enforce relevant laws, economies, policies, edicts, etc.	U H	K4 K7	2 3		5.1.2 7.5.3.5 7.5.3.6 8.5.3	(V) Cultural knowledge (C) Government (C) Economic system (C) Change (C) Social change (C) Secularization (C) Tradition (C) Authority

5. Economics
5.3 History of economic thought

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.3.2 Mercantilism, economic nationalism (Cont.)						
12. The student knows that amid the turmoil of the early modern period, the idea of rivalry emerged as a major influence on the economic behavior of individuals, enterprises and nation-states, and was explored and developed in literature, social criticism, political theory, etc.	H	K4	2 3		7.5.3.5 7.5.3.6 8.5.3	(V) Cultural knowledge (V) Insight (C) Conflict
13. The student knows aspects of economic rivalry as understood and practiced in the early modern period (e.g., other individuals, producers, merchants, nations, etc. seen as one's opponents or adversaries--contestants in race for survival, security, wealth; gain meant gaining on rivals, rather than gaining on investments or maximizing one's profit margin; individual self-interest as powerful force to be contained, channeled by state in service of national interest; emphasis on necessity of getting ahead of or even destroying rivals where higher authority could not assure well-being, as in relations among sovereign states, or in actual circumstances of mercantile economy).	H	K2	2 3			See goal 12.

5. Economics
5.3 History of economic thought

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.3.2 Mercantilism, economic nationalism (Cont.)						
14. The student knows roles of economic philosophy or philosophers in the early modern period (e.g., economic inquiry and theory formulation was renewed, but still as sub-field of social or political philosophy; aim was to both explain and guide economics of nation-building).	H	K4 K7	2		7.5.3.5 7.5.3.6	(V) Cultural knowledge (V) Insight (V) Inquiring
15. The student knows schools of philosophy engaged in economic study and writing in the early modern period, and their major propositions or emphases, including: a) Bullionism of 16th and 17th centuries, linking national progress and prosperity to accumulation of gold; b) Political Arithmetick of 18th century, emphasizing commerce as unifying principle, state encouragement of merchant class' efforts, and importance of keeping the poor poor --to assure continuing, abundant supply of cheap labor.	H	K1 K3			7.5.3.5 7.5.3.6	(V) Cultural knowledge (V) Insight (V) Inquiring

5. Economics
5.3 History of economic thought

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.3.3 Rise of market economics: Adam Smith						
1. The student knows conditions or trends evidencing the transformation or evolution of European society, by the early 18th century, into a system controlled by market exchange, including: a) critical importance of money-making to survival and well-being of individuals, families, organizations in all classes, in rural as well as urban settings; b) relaxation or repeal of laws that had governed places, times, methods, output, prices and markets of manufacturing and agriculture in mercantile-and-earlier-economies; c) expansion of land, labor, capital and consumer markets, with the values, uses and distribution of collective resources determined by market prices rather than by social or political assignments; d) production and circulation of socially wanted goods and services, and the creation of capital to increase productivity, stimulated and assured by market competition, rather than requiring social or political sanctions and guarantees to get people to do assigned jobs in interests of society; e) occupational and geographic mobility of labor force.	U H	K3 K4	2 3	1 2	5.2.2 7.5.3.6	(V) Cultural knowledge (V) Cultural skills (V) Progress (V) Productivity (C) Secularization (C) Social change (C) Economic system (C) Economy (C) Market (C) Mobility

5. Economics
5.3 History of economic thought

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.3.3 Rise of market economics: Adam Smith (Cont.)						
2. The student knows ways that the rise and spread of market exchange altered assumptions, beliefs and goals that had long structured behavior in Western cultures, including: a) individual initiative, competence, and judgment replaced obedience as prerequisite for survival and well-being, since choices of what work to do, where, for whom, for what return, etc. were no longer made for the individual by custom or the state; and since neither society, state, nor employers assumed responsibility for one's welfare; b) progress--increased productivity and wealth--replaced social stability as primary goal of individual and collective enterprise; c) social practices and conditions long regarded as immoral, unjust or unthinkable were gradually accepted as necessities, since tolerance of usury, of technological invention, of occupational and geographic mobility, of individual choice guided by self-interest, of upward mobility through economic achievement, etc. were required for economic progress to continue.	U H	K4 K8			1.1.3 5.2.2 7.5.3.6 8.5.4	See goal 1. Also: (V) Initiative (V) Competence (V) Judgment (V) Self-direction (C) Choice (C) Growth (C) Independence (C) Rationality

5. Economics
5.3 History of economic thought

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.3.3 Rise of market economics: Adam Smith (Cont.)						
3. The student knows socio-economic issues and questions to which rationales of early 18th century philosophers were addressed (e.g., nature and functions of market competition; laissez faire vs. government regulation of production and markets; future of society, of individual and national welfare, of the laboring classes, the bourgeoisie, the aristocracy; relative importance of agriculture, industry and commerce in production of "true" national wealth), and propositions or positions advanced by various theorists (e.g., Quesnay and Physiocracy).	U H	K1 K3	2 3			See goal 1.
4. The student knows that the first comprehensive philosophy of market economics--the first analysis to adequately identify and account for the forces and laws of market exchange to which European society was responding, to describe in scope and detail the pattern imposed on human affairs by the interaction of market forces, and to foresee the directions they would lead society, if left unhindered--was the work of Adam Smith, published in England in 1776 as Inquiry into the Nature and Causes of the Wealth of Nations.	U H	K1 K3 K4	2 3			See goal 1.

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5.3 History of economic thought

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.3.3 Rise of market economics: Adam Smith (Cont.)						
5. The student knows major propositions regarding market forces, laws, mechanisms and their workings advanced by Adam Smith in the Wealth of Nations.	U H	G1 K2 K3 K7	2 3	1	5.4.1 5.4.2	See goal 1.
6. The student knows ways in which Adam Smith's description and interpretation of market forces and mechanisms both reflected and differed with views of his contemporaries.	U H	G1 K4 K5	3			See goal 1.
7. The student knows historic implications of Adam Smith's insight into the social (as well as economic) functions of competition (i.e., impact of his proposition that left free to pursue their best monetary advantages, individuals' choices and behavior will be automatically regulated in society's interests, as well as their own, by presence of competition--that competition was social control, not the absence of it; that competition actually held society together; that it would eventually benefit all classes of society, raise standards of living generally, etc.)	U H					See goal 1. Also: (V) Competing (C) Social control (C) Cohesion-integration

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5.3 History of economic thought

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.3.3 Rise of market economics: Adam Smith (Cont.)						
8. The student knows benefits which Adam Smith anticipated for the common man, for producers, for landlords and for society as a whole, as the naturally evolving results of free market operations; and ways in which such competition would eventually yield a prosperous, humane society.	U H	K3 K4	2 3			See goal 1. Also: (V) Competing (V) Freedom (V) Equality
9. The student knows situations that Adam Smith regarded as contrary to, or abuses of, the ultimate welfare of society or its members, and rationales supporting his views, including: a) stultifying effects of mass production on laborers' creative natural powers; b) illiteracy; c) monopolies in any form--conspiracies of merchants or producers to fix prices, wages, outputs, or otherwise limit competition; franchises, etc.; d) government imposition of restraints on imports, export bounties, of wage, rent or price controls, etc.	U H	K3 K7	2 3 7		5.4.2 5.6.1	(V) Cultural knowledge (V) Cultural beliefs (V) Competing (V) Social responsibility (C) Market
10. The student knows government actions or policies proposed by Adam Smith as means of remedying or preventing abuses of the market system, and therefore of the ultimate welfare of society (e.g., public education; laws assuring fully competitive markets; repeal of laws sheltering particular classes, industries, etc. from competition or its effects).	U H	K3 K7	2 3			See goal 1. Also: (C) Government

5. Economics
5.3 History of economic thought

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.3.3 Rise of market economics: Adam Smith (Cont.)						
11. The student knows ways in which Adam Smith's ideas were received by statesmen, scholars and industrialists of the late 18th and early 19th centuries, and applied or modified with the rise of industrial capitalism, including: a) works of Malthus, Ricardo, and birth of economics as a discipline; b) industrialists' use of his main point--leave the market alone--to oppose reform legislation, labor movements, Corn Laws, etc; to promote capitalism in form Smith had not envisioned; to justify many of the very abuses Smith had warned against.	U H	K4 K7	2 3		5.2.2	(V) Cultural knowledge (V) Cultural beliefs (V) Knowledgeability (V) Insight (C) Industrialization (C) Economy (C) Social change
12. The student knows differences between the market competition of early industrial capitalism and the market competition of Adam Smith's model.	U H	K5	2 3		5.3.4	See goal 1.
13. The student knows ways that Adam Smith's premises and propositions were argued or re-interpreted by economists responding to the problems and conditions of 19th century capitalism, including: a) Utopian socialists--Robert Owen, Saint Simon, et. al. b) Karl Marx in Das Kapital c) John Stuart Mill in Principles of Political Economy.	H	K1 K4 K7	2 3		5.6.1 5.6.2	(V) Cultural knowledge (V) Cultural beliefs (V) Inquiring (V) Insight (C) Market

5. Economics
5.3 History of economic thought

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.3.4 Modern market economics						
1. The student knows that while early economists' debates about the nature, functions, problems and future of capitalism, their predictions and analyses of trends in population, income distribution, market behavior, etc., were based on premises and principles of Smith's relatively simple model (e.g., national focus; atomized, decentralized market structure; monetary incentives and rewards as reliable determinants of individual competitors' economic behavior), economists of the late 19th and 20th centuries have had to formulate more complex and mathematically sophisticated models to scientifically account for, predict or advise the operations of the modified markets that actually evolved in Europe and America.	U H	K2 K4 K7 K8	2 3 7	1 2	5.6.1 5.6.3	(V) Cultural knowledge (V) Cultural beliefs (V) Inquiring (V) Problem solving (C) Market (C) Economic system

5. Economics
5.3 History of economic thought

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.3.4 Modern market economics (Cont.)						
2. The student knows general trends in the structure and functions of 20th century markets (e.g.: a) rise of big business--industrial, financial, commercial oligopolies and monopolies in early 20th century, stimulated by technical invention, economies of large-scale production, economic imperialism, rivalries of "robber barons," etc.; b) rise of labor unions, big labor; c) rise of big government--national planning, regulation to stabilize economies, compensate for lack of competition in particular markets: increase in size and market power of public sector; d) bureaucratization of big business, big labor, as well as government; e) rise of mass media and advertizing as controls on consumer choices, economic behavior; f) global production and marketing systems operated by supra-national corporations).	U H	G2 K4	2 3	5	7.4.2 7.5.3.7	See goal 1.
3. The student knows differences in the economic or market structures of America and Europe, and sociological political, and geographic factors to which economic historians attribute their differences.	U H	K5 K6 K8	2 3		7.4.2 7.5.3.7 7.6.2	See goal 1.

5. Economics
5.3 History of economic thought

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.3.4 Modern market economies (Cont.)						
4. The student knows technological, economic and socio-political factors contributing to major changes or trends in the behavior of 20th century markets (e.g., business cycles, Great Depression; economic effects of World War I, World War II).	U H	K4 K8	2 3		7.4.2 7.5.3.7	See goal 1.
5. The student knows ways that the rise of corporate enterprise altered the nature and functions of market competition (e.g., effects of legal separation between a business' assets-liabilities or gains-losses and those of its owner[s] or director[s]; of separation of owner, director and management functions, with ownership diffused among shareholders, effects of trade associations, mergers, target pricing on consumer leverage; effects of advertising on consumer wants, buying habits, demand).	U H	K4 K7	2 3	5	5.5.1.1 5.6	See goal 1.

5. Economics
5.3 History of economic thought

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.3.4 Modern market economics (Cont.)						
6. The student knows contributions of various theorists (e.g., J. S. Mill, John A. Hobson, Alfred Marshall, Thorstein Veblen, John Maynard Keynes, Joseph Schumpeter, John K. Galbraith) to the study, interpretation or treatment of problems occurring in modern market systems (e.g., major works; historic and theoretical issues addressed; definitions, propositions, models, explanations or predictions advanced; reception or effect of their ideas on public, on the science of economics, on governmental policies and practices).	I U H	K1 K2 K7	2 3	5	5.6.1	See goal 1. Also: (V) Insight (V) Knowledgeability
7. The student knows specialized sub-fields or schools of economic analysis developed in late 19th and 20th centuries, and the objectives, problem or subject focus, methods of inquiry, and leading theorists distinguishing each.	H	K1 K2 K4	2 4			(V) Cultural knowledge (V) Cultural skills (V) Inquiring
8. The student knows frontiers of contemporary economic theory and analysis (e.g., relating problems of production, market, economic growth, etc. to cultural and environmental systems; future studies using principles of advanced physics, population dynamics, statistics, etc., energy economics), the issues they raise or address, their leading theorists and/or works, and the models, methodologies and/or propositions advanced.	U H	K1 K2 K3	3 4 7		5.6.2	See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.4 Modern economic analysis						
1. The student knows functions of theory in economic analysis, including: a) to abstract the recurring, generalized patterns that may order, underlie, or emerge from the complexity and detail of real events and situations; b) to provide frames of reference, or models that guide further observation, analysis, interpretation of many real events and situations; c) to enable prediction of patterns or trends; d) to facilitate rational and adequate analysis of costs, benefits, possible and probable outcomes of alternative proposals for individual and/or public action.	U H	K7	4 6	5	5.3	(V) Cultural knowledge (V) Inquiring (V) Models (V) Research (V) Predicting (V) Planning (V) Decision making (V) Rationality (V) Adequacy

5. Economics
5.4 Modern economic analysis

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.4.1 Theory of rational behavior						
1. The student knows meanings of the term "rational behavior" as used by social scientists (e.g., responses that are voluntary rather than involuntary; motivated or purposeful rather than random; actions consciously chosen in consideration of their objective consequences or effects, rather than actions stereotyped or governed by custom, superstition, ritual).	I U H	K2	3		9.3.3 9.4	(V) Rationality (V) Knowledgeability (V) Problem solving (C) Rationality
2. The student knows that the theory of rational behavior is not a prescription or set of norms telling how people <u>should</u> act, but rather a set of ideas that help bring into focus the bases on which people usually <u>do</u> act, when making choices that they know will directly affect their own well-being, and/or the well-being of others for whom they care or feel responsible.	I U H	K3	3			See goal 1. Also: (C) Choice

5. Economics
5.4 Modern economic analysis
5.4 1 Theory of rational behavior

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.4.1.1 The context of choice (See also: 1.1 Value clarification skills; 2.6.2 Making decisions; 5.1.1 Scarcity and choice)						
1. The student knows that choice is selection from alternatives (i.e., from potential arrangements or combinations of a set of factors; from potential conditions or events, no two of which could occur simultaneously).	I U H	K2	3			(V) Knowledgeability (V) Rationality (C) Choice
2. The student knows that both random selection and rational choice are processes by which a potential event is "singled out" for realization, to the exclusion of its alternative(s).	I U H	K2 K3 K7	3			See goal 1.
3. The student knows characteristics of random selection (e.g., initiator of a randomly selective process - dice-thrower, coin-tosser, etc. - observes but doesn't determine its outcome; outcome is the occurence of one event, rather than its alternative[s]; probability of one outcome vs. another, is not weighted by anyone's preferences).	I U H	K2 K3	3		3.2.2	See goal 1.

5. Economics
5.4 Modern economic analysis
5.4.1 Theory of rational behavior

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.4.1.1 The context of choice (Cont.)						
4. The student knows ways that rational choice differs from random selection, including: a) selective process is initiated and engineered to identify the potential event that would best meet a set of criteria, so choice-maker can make that event occur, rather than its less-preferable alternative(s); b) selection process does not automatically yield (realize) the chosen event; i.e., a less-preferred alternative is not finally excluded until choice-maker does as the choice indicates; c) probability of one outcome vs. another is weighted by choice-maker's preferences.	I U H	K2 K5 K7	3			See goal 1.
5. The student knows basic components of rational choice, as categorized by economists, including: a) preferences (the choice-maker's selection criteria); b)possibilities (the choice-maker's ideas of what could be done or achieved); c) constraints (the objective realities with which the choice-maker must cope: factors that restrict the field of choice to a set of feasible opportunities).	I U H	K2 K3	3	5		See goal 1.
6. The student knows meanings of the terms preferences, possibilities, constraints and opportunities as used by economists.	I U H	K2	3 5			See goal 1.

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5. Economics
5.4 Modern economic analysis
5.4.1 Theory of rational behavior

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.4.1.1 The context of choice (Cont.)						
7. The student is able to distinguish among possibilities, opportunities and preferences in choice-making situations (e.g., one's ideas about what might be done, made to happen, or achieved vs. what one actually could do with available resources vs. what one would be willing to do or forego doing with them, as determined by personal priorities).	I U H	P45	3 6 9	4		See goal 1. Also: (V) Self-knowledge

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5.4 Modern economic analysis
5.4.1 Theory of rational behavior

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.4.1.2 Maximization rule: marginal costs, marginal benefits						
1. The student knows that the purpose of rational choice is to maximize the value to the choice-maker of the things he or she does with available resources; i.e., to identify and act on the most promising opportunity, one whose rewards are likely to equal or exceed the value of alternative opportunities one will forego.	I U H	G1 K2 K7	3			(V) Knowledgeability (V) Rationality (C) Choice (C) Opportunity cost
2. The student knows meanings and appropriate uses of the terms maximization, optimum choice, marginal costs, and marginal benefits.	I U H	K2	3			See goal 1.
3. The student knows ways that the maximization rule may be stated (e.g., as general description of choice process: guided by preference rankings and narrowed in by constraints, one selects that attainable combination from the opportunity set that is preferred over all other such combinations; as decision rule: extend any activity as long as the expected additional benefits are greater than the expected additional costs).	I U H	G1 K2	3			See goal 1.
4. The student knows mathematical representations of the maximization rule (e.g., formulas, graphs, diagrams representing relationships of marginal costs and benefits).	I U H	K2	3 5		3.2.2 5.4.3	See goal 1.

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5.4 Modern economic analysis
5.4.1 Theory of rational behavior

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.4.1.2 Maximization rule (Cont.)						
5. The student knows that marginal costs and marginal benefits may be expressed as monetary or non-monetary values.	I U H	K2	3 5		5.4.1.3 5.4.1.4 5.4.1.5	See goal 1.
6. The student knows distinctions between sunk costs and marginal costs.	I U H	K2 K5	3			See goal 1.
7. The student knows reasons why sunk costs are not relevant to rational economic choices.	I U H	K2 K6 K8	3			See goal 1.
8. The student knows relationships of the maximization rule to a) the law of diminishing returns b) the law of comparative advantage.	I U H	K2 K8 K10	3			See goal 1.
9. The student is able to distinguish between monetary and non-monetary types of a) incentives b) costs c) benefits - rewards - gains.	I U H	P45	3 5 9	5		See goal 1.

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5.4 Modern economic analysis
5.4.1 Theory of rational behavior

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.4.1.3 Applications to the consumer (See also: 5.9 Personal economics)						
1. The student knows vocabulary needed to analyze or represent economic problems, choices or behavior of consumers (e.g., terms consumer, goods, purchases, prices, income, expenses, etc.; their meanings as used by economists).	I U H	K1 K2	3 5	5	5.4.2	(V) Knowledgeability (V) Rationality (V) Problem-solving (V) Decision-making
2. The student knows types of economic choices facing consumers (e.g., purchases of goods, services; management of institutional, family or personal income - saving and spending, etc.).	I U H	K3 K6	3	5		See goal 1.
3. The student knows ways that the law of diminishing utility applies to consumer choices (e.g., effect on preferences, thus on what is considered "cost" and what "benefit").	I U H	G1 K8	3	5		See goal 1.
4. The student knows ways that the maximization rule applies to consumers' decisions about what to buy, when, at what price (e.g., consumer will buy goods promising greatest satisfaction at least additional cost).	I U H	G1 K8	3 9	5		See goal 1.
5. The student knows ways that the maximization rule applies to consumers' budget planning decisions.	I U H	G1 K8	3 9	5		See goal 1.

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5.4 Modern economic analysis
5.4.1 Theory of rational behavior

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.4.1.3 Applications to the consumer (Cont.)						
6. The student knows factors generally constraining consumer choices (e.g., extent of nature and consumer's available resources: income, cash and/or credit, time, knowledge, and skills, etc.; nature, sources, market prices of products, services known to consumer; number of resource-good combinations possible).	I U H	K6 K8	3	5	5.4.1.6	See goal 1.
7. The student knows factors generally influencing consumer preferences (e.g., changing physiological needs, social-psychological factors, information available).	I U H	K6 K8	3	5	5.4.1.6	See goal 1.
8. The student knows meanings of the terms "price effect", "income effect" and "substitution effect" as they apply to consumer choices/decisions.	U H	K2 K8	3 9	5		See goal 1.
9. The student is able to estimate or calculate marginal costs and marginal benefits in consumer choice-making.	I U H	P35 P36	5 9	5		See goal 1.
10. The student is able to identify an optimum choice for a consumer having a given set of preferences, constraints, and opportunities.	I U H	P36 P62	5 9	5		See goal 1.

5. Economics
5.4 Modern economic analysis
5.4.1 Theory of rational behavior

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.4.1.4 Applications to producer - seller						
1. The student knows vocabulary needed to analyze or represent economic problems, choices or behavior of producer-sellers (e.g., terms producer, seller, goods, production costs, marginal revenue, profit, supply, demand schedule, etc.; their meanings as used by economists).	I U H	K1 K2	3 5	5	5.4.2	(V) Knowledgeabilit (V) Rationality (V) Problem-solving (V) Decision-making
2. The student knows types of economic choices facing producer-sellers (what to produce and sell, in what amounts, for what markets, at what prices; when to sell; if, when, how to expand, etc.).	I U H	K3 K6	3	5		See goal 1.
3. The student knows ways that the law of diminishing productivity applies to producer-seller choices.	I U H	G1 K8	3	5		See goal 1.
4. The student knows ways that the maximization rule applies to production and marketing decisions (e.g., producer-seller will buy cheap and sell dear; goal is maximization of profit: additional revenue that equals or exceeds additional production costs).	I U H	G1 K8	3	5		See goal 1.
5. The student knows concepts, principles, and mathematical conventions (forms, operations) used in producer-sellers' calculations of marginal costs and marginal revenues.	U H	G1 K2	3 5	5		See goal 1.

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5.4 Modern economic analysis
5.4.1 Theory of rational behavior

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.4.1.4 Applications to producer - seller (Cont.)						
6. The student knows fundamental constraints on producer-seller choices about materials, labor, production schedules, where and when to sell or withhold goods from sale, etc.	I U H	K6 K8	3	5		See goal 1.
7. The student knows ways that the maximization rule relates to the "economies" of large-scale production.	U H	K2 K6 K8	3	5	5.2.2 5.3.4 5.5.1.3	See goal 1.
8. The student knows meanings of the terms "price-taker" and "price-searcher" as descriptors of producer-seller categories.	U H	K2	3	5	5.4.2.2	See goal 1.
9. The student knows differences in the constraints, opportunities, and marginal costs-revenues calculations of a) price-takers, and b) price-searchers.	U H	K2 K5	3	5		See goal 1.
10. The student is able to calculate marginal costs and marginal revenues for simple producer-seller choices.	U H	P35 P36	5 9	5		See goal 1.
11. The student is able to identify an optimum choice for a producer seller having a given set of preferences, constraints and opportunities.	U H	P36 P62	5 9	5		See goal 1.

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5. Economics
5.4 Modern economic analysis
5.4.1 Theory of rational behavior

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.4.1.5 Applications to worker-resource supplier (See also: 5.9 Personal economics; 11. Careers and social science)						
1. The student knows vocabulary needed to analyze or represent economic problems, choices or behavior of workers-resource suppliers (e.g., terms labor, management, employment, wages, income, fringe benefits, etc.; their meanings as used by economists).	I U H	K1 K2	3 5	5		(V) Knowledgeability (V) Rationality (V) Problem-solving (V) Decision-making
2. The student knows types of economic choices facing workers (e.g., type of employment to train for, seek, accept-at what wage and with what fringe benefits).	I U H	K3 K6	3	5		See goal 1.
3. The student knows ways that the maximization rule applies to employment decisions/choices made by workers (e.g., anticipated additional wages equal or exceed anticipated additional costs).	I U H	G1 K8	3	4 5		See goal 1.
4. The student knows types of costs relevant to workers' job choices.	I U H	K2	3 5	5		See goal 1.
5. The student knows ways of calculating marginal costs and marginal benefits for work-related choices and decisions.	I U H	K2	3 5	5		See goal 1.
6. The student is able to identify an optimum choice for a worker having a given set of preferences, constraints and opportunities.	I U H	P36 P62	5 9	5		See goal 1.

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5.4 Modern economic analysis
5.4.1 Theory of rational behavior

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.4.1.5 Applications to worker-resource supplier (Cont.)						
7. The student knows types of economic choices facing suppliers of productive resources such as land (e.g. land-owners), money or credit (e.g. investors, lenders, stock-holders).	I U H	K3 K6	3	5		See goal 1.
8. The student knows applications of the maximization rule to land management choices.	I U H	K2	3 5	5	6.4.2	See goal 1.
9. The student knows applications of the maximization rule to choices of savers, investors, investment or credit managers, etc.	I U H	K2	3 5	5	5.5.3	See goal 1.

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5.4 Modern economic analysis
5.4.1 Theory of rational behavior

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.4.1.6 Impact of risk, uncertainty and information						
1. The student knows that since choices always refer to the future, they are always made in the midst of uncertainty.	I U H	G1 K6	3			(V) Knowledgeability (V) Rationality (V) Problem-solving (V) Decision-making
2. The student knows that information reduces uncertainty.	I U H	G1 K3 K8	3			See goal 1.
3. The student knows relationships between uncertainty and risk.	I U H	G1 K3 K8	3			See goal 1.
4. The student knows that information is a scarce good.	I U H	G1 K3	3	5		See goal 1.
5. The student knows types of information whose accessibility influences the range of opportunities, and thus the opportunity costs, of consumer decisions/choices (e.g., products available, their locations, characteristics, values).	I U H	K3 K6	3 9	5		See goal 1.
6. The student knows types of information whose accessibility influences the range of opportunities, and thus the opportunity costs, of producer-seller decisions/choices (e.g., demand for products, locations of potential buyers).	I U H	K3 K6	3 9	5		See goal 1.

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5.4 Modern economic analysis
5.4.1 Theory of rational behavior

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.4.1.6 Impact of risk, uncertainty and information (Cont.)						
7. The student knows types of information whose accessibility influences the range of opportunities, and thus the opportunity costs, of worker-resource supplier decisions/choices (e.g., identities, location of potential employers; wages paid where for what marketable skills).	I U H	K3 K6	3 9	5		See goal 1.
8. The student knows informational functions of organized markets, market prices, and middlemen, in economic choices of a) consumers; b) producer-sellers; c) workers-resource suppliers.	I U H	K2 K7	3	5	5.4.2.1 5.4.2.2	See goal 1.
9. The student knows that subsidiary to any choice about purchases, jobs, production schedules, budgets, etc. is the choice of when to stop acquiring information and act on the information one has.	I U H	G2 K2 K7	3 9	5		See goal 1.
10. The student knows ways that the maximization rule applies to the pursuit of information for market decisions of consumers, producer-sellers, or workers-resource suppliers; i.e. one continues to acquire information so long as the anticipated marginal gain from doing so is greater than the anticipated marginal cost of acquiring more information.	I U H	G1 K2 K7	3 9	5		See goal 1.

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5. Economics
5.4 Modern economic analysis
5.4.1 Theory of rational behavior

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.4.1.6 Impact of risk, uncertainty and information (Cont.)						
11. The student knows impacts of risk on preferences, opportunities, and choices of consumers, producer-sellers and resource suppliers.	I U H	K2 K6 K8	3 7	5		See goal 1.

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5. Economics
5.4 Modern economic analysis

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.4.2 Theory of market exchange and prices						
1. The student knows purposes, functions and limitations of the theory of market exchange and prices (e.g., describes and explains most fundamental market mechanisms, their economic functions and interactions--how competing rational choices of consumers, producer-sellers, workers, etc. combine to make up a market or market economy, why it works at all: doesn't attempt to prescribe the complete, ideal market system-pure or modified; doesn't provide all-purpose norms for solution of economic problems).	I U H	K2 K7	3			(V) Knowledgeabilit (V) Rationality (C) Market

5. Economics
5.4 Modern economic analysis
5.4.2 Theory of market exchange and prices

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.4.2.1 Exchange, traders, organized markets See also: 5.1.2 Scarcity, specialization and economic organization; 5.3.3 Rise of market economics; 5.6.1 Capitalism)						
1. The student knows meanings of the term "exchange" as used in various contexts by economists (e.g., in general, trade; usually voluntary trade-transactions initiated and agreed to by rational choices of the parties to whom costs and benefits of trade are assigned).	I U H	K2	3 5			(V) Knowledgeability
2. The student knows key elements or characteristics of voluntary exchange (e.g., scarce goods, traders, terms of trade, gains from trade).	I U H	K3	3			See goal 1.
3. The student knows features distinguishing various types of voluntary exchange (e.g., barter; market exchange using money as medium).	I U H	K3 K5	3			See goal 1. Also: (C) Market
4. The student knows that while voluntary exchange goes on to some extent in most economic systems, it is the distinguishing feature (i.e. the prevailing technique for social sharing of specialized productive resources, tasks and outputs) of market exchange systems.	I U H	G2 K2 K5	3			See goal 3.

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5.4 Modern economic analysis
5.4.2 Theory of market exchange and prices

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.4.2.1 Exchange, traders, organized markets (Cont.)						
5. The student knows socio-political requirements for market exchange as the major organizer of a society's economic production and distribution, including: a) private property (traders' claims on scarce goods--endowed or acquired in previous exchanges--and traders' "ownership" of costs-benefits, losses-gains incurred by choices made regarding products, skills, etc. to which claims refer); b) contracts honored by law (traders' assurance that terms of trade agreed to by both parties are binding on both parties, that terms of trade do in fact assign the gains from trade); c) encouragement for individuals' pursuit of self-interest, or comparative advantage (social inducements and monetary incentives/ rewards for voluntary specialization and trade; for rational, rather than ritualized or authority-directed behavior and choices).	I U H	G1 K2 K9	3	5	5.3.3 5.6.1	(V) Access to resources (V) Rule of law (V) Ownership of property (C) Specialization (C) Market
6. The student knows various uses or meanings of the term "trader" (e.g. anyone with economic resources to manage--with claims on goods, choices to make about how they will be used to acquire claims to other goods, and interests tied to the outcomes of such choices; a participant or actor in market transactions).	I U H	K1 K2	3	2		See goal 3.

5. Economics
5.4 Modern economic analysis
5.4.2 Theory of market exchange and prices

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.4.2.1 Exchange, traders, organized markets (Cont.)						
7. The student knows that in voluntary exchange, each trader is both a buyer and a seller: i.e. each "sells" his or her claim on a certain good and with that, "buys" the other's claim to some other good.	U H	K2	3			See goal 3.
8. The student knows various uses or meanings of the term "market" (e.g. as situation in which traders communicate, and exchange takes place; as representation of current trading opportunities, terms-rates of exchange for particular commodities; as complex system massing, processing, reflecting, and re-directing choices and products of all participants in a population's economic life).	I U H	K1 K2	3	5		See goal 3.
9. The student knows distinguishing characteristics of organized markets.	I U H	K2 K3	3	5		See goal 3.
10. The student knows functions of organized markets.	I U H	K2 K7	3	5		See goal 3.
11. The student knows examples or situations appropriate for clarifying the nature, processes or functions of organized markets.	I U H	K3	3			See goal 3.

5. Economics
5.4 Modern economic analysis
5.4.2 Theory of market exchange and prices

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.4.2.2 Demand, supply and prices (See also: 5.3.3 Rise of market economics)						
1. The student knows that demand has to do with buying, or willingness to buy.	I U	K1 K2	3	5		(V) Knowledgeability (V) Rationality
2. The student knows that the amount one is willing to buy of anything (i.e. the quantity demanded) depends on price; i.e. on what it costs the buyer (or would cost the potential buyer) to have or do differing amounts of it.	I U H	G1 K8	3	5		See goal 1.
3. The student knows the generalized relationship between the quantities demanded of anything and the costs (sacrifices) required to get or do them, as asserted by the Law of Demand (e.g. the more it costs the buyer to do or have something wanted, the less of it will be done or taken; as price of anything wanted rises--relative to real income and/or alternative goods--potential buyers will find and settle for substitutes).	I U H	G1 K8	3	5		See goal 1. Also: (C) Market (C) Substitution
4. The student knows ways that demand is conventionally represented by market economists (i.e. - standard definitions of demand; standard forms for plotting demand schedules, curves).	I U H	K2	3 5	5		See goal 1.

5. Economics
5.4 Modern economic analysis
5.4.2 Theory of market exchange and prices

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.4.2.2 Demand, supply and prices (Cont.)						
5. The student knows that the "elasticity" of demand for a good means how much the quantities demanded are affected by price differences (i.e. the greater the variation in amounts bought at different prices, the more elastic is the demand).	I U H	K1 K2	3 5	5		See goal 1.
6. The student is able to distinguish between elastic and inelastic demands.	I U H	P45	3 5	5		See goal 1.
7. The student knows ways in which the elasticity of demand for a good (product, service, etc.) is related to the availability of substitutes (competing goods, opportunities, etc.).	I U H	G1 K6 K8	3	5		See goal 1. Also: (V) Competing (C) Substitution
8. The student knows that a change in demand means an increase or decrease from one period of time to another in both: a) quantities demanded (bought, or expected to be bought), and b) the range of prices at which these quantities are or would be demanded.	U H	K2	3 5			See goal 1.
9. The student is able to distinguish between changes in the quantities demanded at given prices, and changes in demand.	U H	P45	3 5			See goal 1.

5. Economics
5.4 Modern economic analysis
5.4.2 Theory of market exchange and prices

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.4.2.2 Demand, supply and prices (Cont.)						
10. The student is able to interpret conventional graphic representations of demand data and relationships (e.g. schedules, curves).	U H	P41	3 5 6		3.2	See goal 1.
11. The student knows that the term supply refers to goods that are or would be made available to potential buyers, in the amounts that their producer-sellers are willing to offer ("market") at varying prices.	I U H	K1 K2	3 5	5		See goal 1. Also: (C) Market
12. The student knows that quantities supplied (like quantities demanded) depend on prices.	I U H	G1 K8	3	5	5.4.1.4	See goal 1.
13. The student knows ways that the supply of anything is conventionally represented by market economists (e.g. standard definitions; schedules, graphs, tables).	I U H	K2	3 5	5		See goal 1.
14. The student knows meanings of the term "price" in various common contexts (e.g. the price you pay, the price you get; asking price, selling price).	P I U H	K1 K2	3	5		See goal 1.
15. The student knows ways that market price is conventionally defined (e.g. as the monetary placed on goods through market interactions of buyers and sellers; as rate of exchange agreed to by buyers and sellers; as rationing device).	I U H	K1 K2	3 5	5		See goal 1.

5. Economics
5.4 Modern economic analysis
5.4.2 Theory of market exchange and prices

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.4.2.2 Demand, supply and prices (Cont.)						
16. The student knows ways that the interdependence of choices made on buyer and supplier sides of a market (i.e. of demand and supply) determines market prices in a system of voluntary exchange.	U H	K2 K7 K8	3	5		See goal 1. Also: (C) Market (C) Interdependence
17. The student knows ways in which prices ration scarce goods in systems of voluntary market exchange (e.g. as in an auction, competing potential buyers force price up until enough competitors drop out to balance quantities supplied with quantity demanded).	I U H	K7	3	5		See goal 1. Also: (C) Market
18. The student knows that at an equilibrium price, the quantity supplied of a good is the quantity demanded; (i.e. all the purchases buyers are willing to make at that price can be made; if more of the good were supplied in the same period of time, it wouldn't be bought at that price).	I U H	K2	3	5		See goal 1. Also: (C) Equilibrium
19. The student knows that shortages and surpluses are situations in which a good's prevailing market price is not an equilibrium price.	I U H	K2 K3	3	5		See goal 1. Also: (C) Equilibrium
20. The student knows that a shortage exists when more of a good is demanded than supplied at the prevailing market price.	I U H	K2 K3	3	5		See goal 1.

5. Economics
5.4 Modern economic analysis
5.4.2 Theory of market exchange and prices

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.4.2.2 Demand, supply and prices (Cont.)						
21. The student knows ways that individuals may adjust to shortages of goods they want to buy or are used to buying (e.g., competing with other potential buyers for remaining supply--taking more than they'd planned before price goes up, agreeing/offering to pay more if that doesn't work; or, accepting substitutes, postponing purchases, etc.).	I U H	G1 K7 K8	3	5		See goal 1.
22. The student knows adjustments to shortages that occur on the supplier (producer-seller) side of a market (e.g., raising prices of remaining supplies of the good in question; stepping up its production and/or the production of competing goods--near substitutes; adjusting prices of near substitutes down to attract new buyers, or up to take advantage of shift in demand).	I U H	G1 K3 K8	3	5		See goal 1.
23. The student knows that a surplus exists when less of a good is demanded than supplied at the prevailing market price.	I U H	K2 K3	3	5		See goal 1.
24. The student knows ways that producer-sellers adjust to surpluses of goods they supply (e.g., lowering prices, cutting back production and/or withholding goods from the market; shifting to production-sale of more promising goods).	I U H	G1 K3 K8	3	5		See goal 1.

5. Economics
5.4 Modern economic analysis
5.4.2 Theory of market exchange and prices

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.4.2.2 Demand, supply and prices (Cont.)						
25. The student knows ways that buyers may adjust to surpluses of goods (e.g. offering or agreeing to take surplus goods at reduced prices).	I U H	G1 K3 K8	3	5		See goal 1.
26. The student knows patterns of market price behavior that typically create, ration and eliminate shortages and surpluses.	U H	K4 K8	3	5		See goal 1. Also: (C) Equilibrium
27. The student knows ways that prices, quantities demanded and quantities supplied of a good may be affected by changes in the prices of substitutes, companion goods, or consumer goods to which its demand is secondary.	U H	K4 K8	3	5		See goal 1.

5. Economics
5.4 Modern economic analysis
5.4.2 Theory of market exchange and prices

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.4.2.3 Economic efficiency						
1. The student knows that economic efficiency has to do with human wants and values, and the ways these determine what constitutes "best" ways to use scarce resources in particular situations.	I U H	K1 K3				(V) Efficiency
2. The student knows ways that the concept of efficiency, as economists use it, is related to concepts such as economy, cost-effectiveness, productivity, optimization, maximization, or comparative advantage.	I U H	K2 K5				See goal 1. Also: (V) Productivity (C) Economy (C) Comparative advantage (C) Opportunity cost
3. The student knows that economic efficiency is defined and measured as the ratio of the value of output to the value of input.	U H	K1 K2	3	5		See goal 1.
4. The student knows relationships between measures of efficiency and measures of choice-makers' opportunity costs.	U H	K2	3 5	5		See goal 1. Also: (C) Opportunity cost
5. The student knows ways in which ratings of a process' or system's economic efficiency differ from ratings of its physical or mechanical efficiency (e.g., analysis of marginal costs-benefits to a producer-choice-maker vs. analysis of energy-efficiency).	H	K2 K5	3 5	5		See goal 1.

5. Economics
5.4 Modern economic analysis
5.4.2 Theory of market exchange and prices

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.4.2.3 Economic efficiency (Cont.)						
6. The student knows ways in which "spillovers" (spill-ins, spill-outs; externalities, third-party costs-benefits, gains-losses) are related to measures of economic efficiency.	H	K2 K8	3 5			See goal 1.
7. The student knows senses in which a system of voluntary exchange, with market price as a rationing device, may be considered economically efficient (e.g., voluntary exchange increases wealth of participants; can result in efficient use of society's scarce resources, provided social and private benefits and costs do not diverge).	H	K2	3			See goal 1.
8. The student is able to analyze statements asserting the relative efficiency, inefficiency-wastefulness, etc. of particular processes or systems; (e.g., determine valuation's underlying the assertions).	U H	P43	3	5		See goal 1.

5. Economics
5.4 Modern economic analysis

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.4.3 Methods of economic analysis (See also: 5.5.4.5 National or social accounting)						
1. The student knows research purposes, theoretical and procedural models, etc. distinguishing various current modes or sub-fields of economic analysis.	U H	K2 K3	3 4			(V) Inquiring (V) Research (V) Models (V) Cultural knowledge
2. The student knows statistical principles and procedures conventionally used in gathering and interpreting economic data.	U H	K2 K7	4 5		3.2.2	See goal 1.
3. The student knows functions of econometrics in interpreting and displaying data, testing economic models, etc.	U H	K2 K7	4 5			See goal 1.
4. The student knows graphic forms or devices (e.g., flow charts, graphs, tables) conventionally used in analyzing or displaying economic data and relationships.	I U H	K2	4 5	5	3.2.2	See goal 1.
5. The student is able to interpret graphic representations of economic data and relationships, as needed for understanding concepts-principles-propositions, for identifying trends, cycles, market conditions, etc.	I U H	P41	3 5 6	5	11.2	See goal 1. Also: (V) Competence (V) Resourcefulness
6. The student is able to select and use appropriate forms for representing economic data, as needed for research, reporting, etc.	I U H	P33 P66	5 6			See goal 5.

5. Economics
5.4 Modern economic analysis

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.4.3 Methods of economic analysis (Cont.)						
7. The student knows functions of computer technology in contemporary economic research, analysis, theory building-testing, policy planning, etc.	U H	K2 K7	4 5			See goal 1. Also: (V) Tools
8. The student knows elements of program design, hardware, etc. basic to computer simulations of economic phenomena (e.g., trends, cycles; effects of proposed policy changes, problem solutions, plans).	H	K2 K3	4 5			See goal 1. Also: (V) Cultural skills
9. The student knows techniques for use of electronic data devices and systems accessible and appropriate for economics-related studies, inquiries, or problem solving tasks in which he or she is involved (e.g., techniques for operating calculators, terminals; for requesting and interpreting printouts).	U H	K2 K7	5 6		2.1.2 2.7.4	See goal 1. Also: (V) Tools (V) Knowledgeability (V) Resourcefulness (V) Knowledge of resources
10. The student is able to make appropriate uses of electronic data systems for economic study, and planning-inquiry, and problem solving related to personal economic activities.	U H	P35 P41 P66			2.7.4 5.9 11.	See goal 1. Also: (V) Cultural skills (V) Access to resources (V) Competence (V) Resourcefulness

5. Economics
5.4 Modern economic analysis

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.4.3 Methods of economic analysis (Cont.)						
11. The student knows procedures and instruments appropriate for applying fundamental economic concepts-principles to personal choices and problem solutions in various life roles (e.g., ways to figure opportunity costs, determine comparative advantage for career-related choices; to apply maximization rule for rational consumer-buyer choices, as per law of demand and substitution principle, rather than letting one's purchases be dictated by habit, impulse, etc.).	I U H	K2 K7	4 9	4 5	5.4.1 5.4.2 5.9 11.	See goal 1. Also: (V) Knowledgeability (V) Resourcefulness (V) Cultural skills (V) Rationality (V) Problem-solving (V) Decision-making (V) Adequacy (V) Relevance (V) Self-direction (V) Self-reliance (V) Efficiency
12. The student is able to apply methods of economic analysis appropriate to choices he or she faces-or might face-as a consumer-buyer, as a producer-seller (worker, resource supplier), or as a citizen participating in collective social decisions.	I U H	P43 P62 P63	3 6 7 9 10	4 5	5.4.1 5.4.2 5.8 5.9 11.	See goal 12.

5. Economics

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.5 Modern economic institutions (U.S. economy)						
1. The student knows characteristics distinguishing a "pure" market system from a modified market system.	I U H	K2 K5	3			(V) Knowledgeability (C) Market
2. The student knows that the economic organization of modern American society is classified as a modified market economy.	I U H	K2	3			See goal 1.

5. Economics
5.5 Modern economic institutions (U.S. economy)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.5.1 Organization of production						
1. The student knows the meaning of the concept of production, as used in various economic contexts.	P I U H	K1 K2	3	5		(V) Cultural knowledge (V) Productivity (C) Production
2. The student knows the four basic classes of economic or productive resources--i.e. land, labor, capital, time--and definitions, examples, etc. appropriate for distinguishing each class or "factor of production".	I U H	K1 K2 K5	3	5	5.3.3 5.3.4	See goal 1.
3. The student knows ways that economists classify incentives leading individuals to cooperate in specialized, organized production of a modified market economy (e.g., a) by types of rewards anticipated: monetary, material, psychic incentives; b) by economic role of choice-maker, as profits, rents, wages, etc.).	I U H	K2 K5	3 5	5	5.4.1	See goal 1.

5. Economics
5.5 Modern economic institutions (U.S. economy)
5.5.1 Organization of production

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.5.1.1 Forms of business organization						
1. The student knows meanings of the word "business," as used in various contexts.	P I U H	K1 K2	3			(V) Knowledgeability
2. The student knows that a business is, under modern laws, an individual private party; i.e. a business owns and manages resources, makes binding contracts, receives trading gains-losses, pays taxes, etc. in its own name.	I U H	K2	2 3			See goal 1.
3. The student knows that forms of business organization are different ways to legally divide up and pass on to real people the choice-making (management) responsibilities, costs and benefits that accrue to a business, in its role as a private party.	I U H	K2 K7	3	5		See goal 1. Also: (V) Ownership of property
4. The student knows that modern forms of business organization include the proprietorship, partnership, corporation, and the cooperative.	I U H	K1 K2	2	5	5.3.4	See goal 1.
5. The student knows characteristics distinguishing the proprietorship form of business organization.	I U H	K2 K3	2 3	5		See goal 1.
6. The student knows characteristics distinguishing the partnership form of business organization.	I U H	K2 K3	2 3	5		See goal 1.

5. Economics
5.5 Modern economic institutions (U.S. economy)
5.5.1 Organization of production

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.5.1.1 Forms of business organization (Cont.)						
7. The student knows characteristics distinguishing the corporation form of business organization.	I U H	K2 K3	2 3	5		See goal 1.
8. The student knows characteristics distinguishing the cooperative form of business organization.	I U H	K2 K3	2 3	5		See goal 1.
9. The student knows differences in the legal functions and liabilities of proprietors, of partners, corporate stockholders, and members of cooperatives, in their roles as owners of businesses.	I U H	G1 K2 K5	3	5		See goal 1.
10. The student knows ways that elements and relationships of a business structure may be represented in organizational charts or diagrams.	I U H	K2	5	5		See goal 1.
11. The student is able to use and interpret charts, diagrams, or models; as appropriate for clarifying or illustrating elements and relationships within a business organization.	I U H	P41 P66	5 6	5		See goal 1. Also: (V) Clarity
12. The student knows vocabulary appropriate for analyzing or clarifying formal elements of business organization (e.g., conventional titles, and the organizational levels, roles-functions, etc. they represent).	I U H	K1 K2	3 5	5		See goal 1.

SOCIAL SCIENCE

5. Economics
5.5 Modern economic institutions (U.S. econnomy)
5.5.1 Organization of production

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.5.1.1 Forms of business organization (Cont.)						
13. The student knows procedures for forming proprietorships, partnerships, corporations, and/or co-operatives under laws of his or her state and nation.	H	G1 K2	2	5		See goal 1.
14. The student knows legal principles-procedures governing mergers, issues-sales of corporate stocks, or other ways of transferring business ownership-investment claims.	H	G1 K2	2	5	5.5.3.3	See goal 1.

5. Economics
5.5 Modern economic institutions (U.S. economy)
5.5.1 Organization of production

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.5.1.2 Labor						
1. The student knows the concept of labor deals with human capabilities (mental and/or physical) as a distinctive class of productive resources.	I U H	K2	3	1 5		(V) Knowledgeabilit (V) Working
2. The student knows meanings of the terms labor market, labor supply and labor force as used in economic analysis.	I U H	K2	3 5	1 5		See goal 1. Also: (C) Market
3. The student knows meanings of the terms for major types and functions of labor organizations, including: trade union, professional association, collective bargaining.	I U H	K2	3	1 5		See goal 1.
4. The student knows ways that conventional forms and purposes of labor organizations parallel those of corporations (e.g., each is made up of many private owner-suppliers of a class of productive resources; each has specific membership requirements; each is designed to provide legal protections-securities for economic interests of members; each formally channels authority for management of collective interests to specialists elected-hired as members' agents in certain markets, transactions, etc.).	I U H	K2 K5 K7	3	1 5		See goal 1. Also: (V) Insight (V) Cooperating

5. Economics
5.5 Modern economic institutions (U.S. economy)
5.5.1 Organization of production

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.5.1.2 Labor (Cont.)						
5. The student knows functions of collective bargaining in modern labor markets (e.g., offsetting market power of employers that have few or no competitors for services of a local or specialized labor force).	U H	K2 K7	1 2 3	1 5	5.3.4	See goal 1.
6. The student knows types of issues resolved through collective bargaining, and agreement on terms of employment (e.g., wage scales, hours, working conditions, grievance procedures, fringe benefits).	I U H	K2 K3	1 2	1 5		See goal 1.
7. The student knows conventional steps in negotiation of employment contracts by labor organizations and employers.	I U H	K2 K7	1 2 3	1 5		See goal 1.
8. The student knows collective actions conventionally taken by organized labor-suppliers when agreement on terms cannot be reached, including: a) withdrawing services through sit-downs, walk-outs, strikes, etc.; b) boycotting.	I U H	K2 K7	1 2 3	1 5		See goal 1.
9. The student knows economic principles or relationships underlying the use of strikes, walk-outs or other withdrawals of services to drive up the prices employers are willing to pay for further services.	I U H	G1 K2 K8	3	1 5	5.4.2.2	See goal 1.

5. Economics
5.5 Modern economic institutions (U.S. economy)
5.5.1 Organization of production

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.5.1.2 Labor (Cont.)						
10. The student knows characteristics distinguishing open-, union-, and closed-shop arrangements.	I U H	K2 K5	1 2	1 5		See goal 1.
11. The student knows public policies (e.g., federal and state laws) regulating the formation or selection of collective bargaining agencies by various categories of workers or employees.	U H	G1 K2	1 2	1 5		See goal 1.
12. The student knows public policies (e.g., federal and state laws) regulating the practices of unions, professional associations, or other collective bargaining agencies.	U H	G1 K2	1 2	1 5		See goal 1.
13. The student knows basic organizational structures of nationally and/or locally significant labor unions (e.g., AFL-CIO; Teamsters).	U H	K2 K3	1 2	1 5		See goal 1.
14. The student knows basic organizational structures and distinctive functions of professional associations (e.g., American Bar Association, American Medical Association, National Education Association).	U H	K2 K3 K7	1 2	1 5		See goal 1.

5. Economics
5.5 Modern economic institutions (U.S. economy)
5.5.1 Organization of production

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.5.1.2 Labor (Cont.)						
15. The student is able to use appropriate economic principles and concepts to analyze spillover effects of collective bargaining processes and contract agreements reached (e.g., costs and benefits of wage increases that accrue to other workers, other firms, consumers, etc.).	U H	P43	5 6 7	1 5	5.4.2.2 5.7.1.2	See goal 1. Also: (V) Insight (C) Interdependence (C) Causality
16. The student knows roles of various federal and state agencies in the arbitration or mediation of collective bargaining processes.	U H	K1 K2 K7	1 2	1 5		See goal 1.

5. Economics
5.5 Modern economic institutions (U.S. econo[illegible])
5.5.1 Organization of production

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.5.1.3 Industrial organization (See also: 6.3.3 Manufacturing; 6.3.4 Marketing; 6.3.6 Transportation; 6.3.8 Economic geography)						
1. The student knows meanings of the terms industry and industrial organization, as used in various contexts.	I U H	K1 K2	3 5	5		(V) Knowledgeabilit (V) Productivity
2. The student knows major dimensions or components of modern industrial organization, including: manufacturing, distribution, transportation, services, inter-industry relations.	I U H	K2 K3	3	5		See goal 1.
3. The student knows vocabulary needed or appropriate for economic description or analysis of modern manufacturing enterprises, processes, their elements or functions.	I U H	K1 K2	3	5		See goal 1.
4. The student knows vocabulary needed or appropriate for economic description or analysis of modern distribution (marketing) processes, enterprises, practices or functions.	I U H	K1 K2	3	5		See goal 1. Also: (C) Mass media
5. The student knows vocabulary needed or appropriate for economic description or analysis of modern transportation industries, enterprises, or networks, their elements or functions.	I U H	K1 K2	3	5		See goal 1.

5. Economics
5.5 Modern economic institutions (U.S. economy)
5.5.1 Organization of production

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.5.1.3 Industrial organization (Cont.)						
6. The student knows vocabulary needed or appropriate for economic description or analysis of modern service industries or enterprises, their elements, functions, etc.	I U H	K1 K2	3	5		See goal 1.
7. The student knows vocabulary needed or appropriate for economic description or analysis of modern inter-industry relationships.	I U H	K1 K2	3	5		See goal 1. Also: (C) Interdependence
8. The student knows trends in the organization and technology of modern manufacturing systems (e.g., management-ownership by multi-national corporations, with stages in production-assembly of finished goods taking place in various parts of the world).	I U H	K3 K4	1 2	5		See goal 1.
9. The student knows trends in the organization and technology of wholesale and retail marketing, advertizing, and related aspects of the distribution-exchange of specialized products and services.	I U H	K3 K4	1 2	5		See goal 1.
10. The student knows trends in the organization and technology of transportation industries, enterprises and networks.	I U H	K3 K4	1 2	5		See goal 1.
11. The student knows trends in the organization and technology of service industries and enterprises.	I U H	K3 K4	1 2	5		See goal 1.

5. Economics
5.5 Modern economic institutions (U.S. economy)
5.5.1 Organization of production

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.5.1.3 Industrial organization (Cont.)						
12. The student knows ways that interests or operations of different industries or enterprises may be related (linked, interdependent) at the market level (e.g., across a market, as suppliers and buyers; on the same side of a market, as competing suppliers or competing buyers; in different markets, as producer-sellers of complementary goods).	I U H	K2 K3 K8	1 2 3	5	5.4.2.2	See goal 1. Also: (C) Interdependence
13. The student knows ways that interests or operations of different industries may be linked at the ownership-management level (e.g., vertical and horizontal mergers, conglomerates; interlocking directorates).	I U H	K3 K4	1 2	5	5.5.1.1	See goal 1.
14. The student knows public policies (laws, judicial decisions, etc.) and government agencies regulating the organization, operations, and relationships of various industries.	I U H	G1 K1 K2 K7	1 2	5		See goal 1.
15. The student is able to use appropriate economic principles and concepts to analyze internal and external costs-benefits of trends in the organization or regulation of modern industries and their markets.	U H	P43	5 6 7	5	5.4.2 5.7.1.2	See goal 1.

5. Economics
5.5 Modern economic institutions (U.S. economy)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.5.2 Natural resources, energy and agriculture (See also: 6.3.2 Agriculture; 6.3.8 Economic geography; 6.4.2 Land use planning; 6.4.3 Energy, resources and environment)						
1. The student knows vocabulary needed or appropriate for economic analysis or description of natural resource-, energy-, and agricultural markets, their structures, functions, problems, etc.	I U H	K1 K2	3 5	5		(V) Knowledgeability (V) Productivity (C) Resources
2. The student knows that the demand for natural resources-like the demand for labor, capital, or any sub-category of productive resources-is derived from the demand for goods these resources are capable of producing.	I U H	G1 K2	3	5	5.4.2.2 5.5.1.2 5.5.3	See goal 1.
3. The student knows types of contracts or market transactions by which privately and publicly owned lands--and the resources they represent, contain or yield--are allocated to productive uses (e.g., sales of property titles, deeds; leases; sub-contracts).	I U H	K2	1 2	5		See goal 1.

5. Economics
5.5 Modern economic institutions (U.S. economy)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.5.2 Natural resources, energy and agriculture (Cont.)						
4. The student knows that landowners are often potential suppliers of alternative or competing markets; i.e. demands for "goods" a property represents as it is (e.g., wilderness), could yield (e.g., timber, coal, grain, hydroelectric power) or contain (e.g., houses, factories, office buildings, roads, recreational facilities) may lead to competitive bidding by parties who would commit the property to different productive uses.	I U H	K3	1 2 3			See goal 1. Also: (V) Competing (C) Market
5. The student knows ways that property values (i.e. market prices of rights to ownership or use of real property) both reflect and determine patterns of land and natural resource use.	I U H	G1 K6 K8			5.4.1.5 5.4.1.6 5.4.2.2 5.4.2.3	See goal 1. Also: (C) Opportunity cost (C) Comparative advantage (C) Interdependence
6. The student knows ways that property tax rates, zoning or land-use planning regulations, and similar governmental policies-programs influence, and are influenced by, market prices or values of the land and resources in question.	U H	G1 K6 K8	1 2 3			See goal 5.
7. The student knows terms and categories used in market exchange or economic analysis, to distinguish among classes of productive natural resources, resource uses, or the usage rights-claims bought and sold at various levels.	I U H	K2 K5	3 5	5		See goal 1.

5. Economics
5.5 Modern economic institutions (U.S. economy)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.5.2 Natural resources, energy and agriculture (Cont.)						
8. The student knows roles of speculators and middlemen in land (real estate), and raw materials (e.g., timber, salmon, copper) markets.	U H	K2	1 2 3	5		See goal 1.
9. The student knows types of organized markets or enterprises serving buyers and sellers of various categories of natural resources (e.g., brokerages, commodity exchanges).	U H	K2	1 2	5		See goal 1. Also: (C) Market
10. The student knows environmental or geographic constraints operating on the supply sides of various natural resource markets (e.g., physical properties and distribution of land areas, mineral deposits, life forms, etc. that can be productively marketed-used with existing technology).	I U H	K3 K6 K8	1 2 3 7	5		See goal 1. Also: (C) Scarcity
11. The student knows ways that political or legal-governmental factors effect amounts and prices of land, raw material or energy supplies and marketed in a given period of time (e.g., through direct regulation of prices-amounts; through policies which raise or lower suppliers' opportunity costs, risks, etc.).	U H	K3 K6 K8	1 2 3 7	5	5.4	See goal 1.

5. Economics
5.5 Modern economic institutions (U.S. economy)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.5.2 Natural resources, energy and agriculture (Cont.)						
12. The student knows characteristics of market structures channeling the flow of particular raw materials or natural resources under study (e.g., number, type, distribution of suppliers and buyers; degree of market concentration on supply and demand sides; type and degree of governmental involvement).	I U H	K3	1 2 3	5		See goal 1.
13. The student knows ways that concepts and measures of a) overall concentration; and b) market concentration, are used in description or analysis of markets involving land, energy sources, raw industrial materials, or agricultural commodities.	U H	K2	3 5	5		See goal 1.
14. The student knows interrelationships of domestic and foreign markets for raw materials that are internationally supplied, demanded or traded (e.g., effects of foreign demands on amounts-prices of internal resources supplied to domestic markets).	I U H	K6 K8	1 3 6	5		See goal 1.
15. The student knows structural characteristics of modern agricultural markets.	I U H	K3	1 2 3 6	1 5		See goal 1.
16. The student knows reasons why agricultural prices fluctuate more than non-agricultural prices.	I U H	K6 K8	1 2 3	1 5		See goal 1.

5. Economics
5.5 Modern economic institutions (U.S. economy)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.5.2 Natural resources, energy and agriculture (Cont.)						
17. The student knows functions of commodity speculators, and middlemen, in agricultural markets (e.g., stabilizing prices, maintaining-distributing reserves).	U H	K2 K7	3	1 5		See goal 1.
18. The student knows functions of the United States Department of Agriculture in agricultural markets.	U H	K2 K7	2 3	5		See goal 1.
19. The student knows that parity is the ratio of the prices farmers receive for what they sell, to the prices they pay for what they buy.	U H	K2	3			See goal 1.
20. The student knows measures and uses of parity ratios in agricultural policies, programs, or markets.	U H	K2 K7	2 3			See goal 1.
21. The student knows that individual farmers are price-takers, rather than price-searchers; i.e., each sells all he or she wants to sell at a price set by the market.	I U H	K3	1 2 3	5		See goal 1.
22. The student knows purposes, principal features, short and long-term effects of U.S. farm programs or policies having major importance in 20th-century agricultural markets.	I U H	K2 K3 K8	1 2 7	5		See goal 1.
23. The student knows purposes, principal features, and market effects of recent changes in the federal government's agricultural policies or programs (e.g., selling of grain reserves; changes in price-supported commodities).	I U H	K2 K3 K8	1 2 7	5		See goal 1.

5. Economics
5.5 Modern economic institutions (U.S. economy)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.5.2 Natural resources, energy and agriculture (Cont.)						
24. The student knows the status or market power of U.S. agriculture in international markets for major food commodities (e.g., wheat, soybeans).	I U H	K3	1 2 7			See goal 1.
25. The student knows American organizations (e.g., corporations, governmental agencies) involved in international markets as major exporters or importers of agricultural commodities.	U H	K1	1 2			See goal 1.
26. The student knows ways that current U.S. agricultural land-use patterns and practices, and the technology integral to them, are dependent on petroleum supplies or prices (e.g., effects of reliance on diesel and gas-powered machinery, petro-chemical fertilizers, and insecticides).	I U H	K6 K8	1 2 3 7			See goal 1. Also: (C) Interdependence

5. Economics
5.5 Modern economic institutions (U.S. economy)
5.5.3 Money, banking, credit, and capital

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.5.3.1 Money						
1. The student knows meanings of the concept of liquidity (e.g., liquidity of an asset refers to its convertibility into other assets, or the cost of exchanging it for other assets: a completely liquid asset can be exchanged for any other asset at zero cost; a completely illiquid asset is one that no one else would be willing to accept in exchange for anything).	I U H	K2	3	5		(V) Knowledgeability
2. The student knows relationships between the concept of liquidity and the concept of money (e.g., money is the most liquid asset in a society, by definition; the more liquid an asset is, the more money-like it is; the demand for money is the demand for liquidity).	I U H	K2	3	5		See goal 1.
3. The student knows various ways that money is conventionally defined (e.g., by function, as medium of exchange, unit of account, unit of contract; by components of money supply, as total of circulating currency plus demand deposits in commercial banks).	I U H	K2	3	5		See goal 1.
4. The student knows vocabulary conventionally used with reference to monetary functions, forms or units (e.g., liquid assets, medium of exchange, unit of contract, legal tender, unit of account; specie, currency, demand deposit, negotiable instrument).	I U H	K1 K2	3 5	5		See goal 1.

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5. Economics
5.5 Modern economic institutions (U.S. economy)
5.5.3 Money, banking, credit, and capital

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.5.3.1 Money (Cont.)						
5. The student knows ways that functions of money are interrelated (e.g., if currency and checks didn't represent standardized units of account, they wouldn't be acceptable as mediums of exchange; the more generally acceptable is a medium of exchange, the more it is used as a unit of contract as well).	I U H	K7 K8	3	5		See goal 1.
6. The student knows physical qualities required of materials or instruments serving monetary functions, including: durability, divisibility, malleability, portability, uniformity.	I U H	K3 K9	2 3	5		See goal 1.
7. The student knows modern monetary units and the currency that represents them, are standardized by the laws of sovereign nation-states.	P I U H	K2 K3	2 3	5		See goal 1.
8. The student knows distinctions between the nominal (face) value, and the real or market value (purchasing power) of currency or checks.	P I U H	K2 K5	3	5		See goal 1.
9. The student knows standards to which nominal values of currency have been fixed (units in which they've been defined, and/or to which they have been legally convertible) in historic and modern monetary systems.	I U H	K2	1 2 3	5		See goal 1.

5. Economics
5.5 Modern economic institutions (U.S. economy)
5.5.3 Money, banking, credit, and capital

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.5.3.1 Money (Cont.)						
10. The student knows ways that the real (or market) value of a national monetary unit (e.g., the dollar) may be established, measured and expressed (e.g., in terms of other national currencies, as exchange rates; in terms of commodities, services it will buy, as average prices or price levels).	I U H	K2	2 3 5	5	5.5.4.5 5.5.5.2 5.7.2.1	See goal 1.
11. The student knows roles of metals (gold, silver, copper, etc.) and paper currency in the modern U.S. monetary system.	P I U H	K2 K7	1 2 3	5		See goal 1.
12. The student knows denominations (face values) and distinguishing features of standard-issue U.S. currency.	P I	K2 K5	2	5		See goal 1.
13. The student knows institutions and processes involved in: a) producing and issuing; b) recalling or legally destroying U.S. currency.	P I U H	K1 K2	1 2 3	5	5.5.3.2	See goal 1.
14. The student knows differences between a) producing currency and b) creating money.	I U H	K2 K5	3	5	5.5.3.2	See goal 1.
15. The student knows stages or phases of the circular flow of money in a modern economic system (e.g., households to businesses and government, to households).	I U H	K2 K4	3	5		See goal 1.

5. Economics
5.5 Modern economic institutions (U.S. economy)
5.5.3 Money, banking, credit, and capital

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.5.3.1 Money (Cont.)						
16. The student knows types of transactions that circulate money.	P I U H	K2 K3	3	5		See goal 1.
17. The student knows ways that the demand for money (liquidity, cash reserves) competes with--or substitutes for--the demand for the other goods or assets (commodities, services, securities) it buys in market transactions.	I U H	G1 K2 K8	3 7	5	5.4.2.2	See goal 1.
18. The student knows ways that an economic community's money supply is affected by the willingness of private parties (households, businesses, including commercial banks) to continue, increase, or curtail spending and investing.	I U H	G1 K8	3 7	5	5.4.2.2 5.7.2.1	See goal 1.
19. The student knows interrelationships among levels of confidence in: a) a nation's currency; b) the stability of institutions issuing and backing its currency; c) the stability, productivity, or growth-potential of its economy as a whole.	U H				5.7.2.1	See goal 1.

5. Economics
5.5 Modern economic institutions (U.S. economy)
5.5.3 Money, banking, credit, and capital

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.5.3.2 Commercial banks and the Federal Reserve						
1. The student knows characteristics distinguishing central (national) and commercial banks (private; financial intermediaries).	I U H	K2 K3 K5	3	5		(V) Knowledgeability
2. The student knows roles of private commercial banks in historic and modern monetary systems.	I U H	K5 K7	2 3	5		See goal 1.
3. The student knows the Federal Reserve System is the U.S.' central bank.	I U H	K1 K2	2	5		See goal 1.
4. The student knows the fundamental structure and powers (functions) of the Federal Reserve System.	I U H	K2 K6 K7	1 2	5	5.5.4.1 5.5.5	See goal 1.
5. The student knows similarities and differences in the roles of Federal Reserve and commercial banks in the U.S. monetary system. (e.g., each creates-withdraws money by making and retiring loans; each keeps fractional reserves; Federal Reserve System keeps gold and dollars, and regulates supply through discount rate, etc.)	I U H	K2 K5 K7	3	5		See goal 1.
6. The student knows ways that branches of the federal government, the Federal Reserve System, and commercial banks interact in the creation and regulation of money supplies.	I U H	K2 K7	1 2 3	5	5.5.4.1	See goal 1.

5. Economics
5.5 Modern economic institutions (U.S. economy)
5.5.3 Money, banking, credit, and capital

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.5.3.2 Commercial banks and the Federal Reserve (Cont.)						
7. The student knows laws and agencies governing inter-relationships of Federal and commercial banks in the flow and management of U.S. money.	U H	K1 K2 K7	1 2 3			See goal 1.
8. The student knows vocabulary needed or appropriate for reference to elements, operations, or functions of Federal Reserve and commercial banking systems.	I U H	K1 K2	3 5	5		See goal 1.
9. The student knows characteristics or operations distinguishing major types of commercial banks.	I U H	K2 K5	1 2 3	5		See goal 1.
10. The student knows legal and operational distinctions between checking accounts (demand deposits) and savings accounts (time deposits).	I U H	K2 K5	1 2 3	5		See goal 1.
11. The student knows that a savings account (time) deposit is out of the money supply until the bank reinvests that amount via loans, payments for stocks or bonds, etc. that receivers either cash or deposit in their checking accounts.	I U H	K2 K4 K6	3	5		See goal 1.

5. Economics
5.5 Modern economic institutions (U.S. economy)
5.5.3 Money, banking, credit, and capital

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.5.3.2 Commercial banks and the Federal Reserve (Cont.)						
12. The student knows reasons why "saving" via time deposits in commercial banks is more productive (i.e., of greater benefit or advantage to the saver and to the trading community as a whole) than "saving" by holding cash in a drawer, a safe, a checking account balance, etc.	I U H	K2 K7 K8	3	5	5.5.3.3	See goal 1. Also: (V) Productivity (C) Production
13. The student is able to interpret charts, diagrams, etc. appropriate for clarifying ways that financial intermediaries channel private savings into productive use, and earnings on investments back to depositors.	I U H	P45	3 5	5		See goal 1. Also: (V) Clarity (V) Insight
14. The student knows relationships between the interest that banks pay savings account depositors and: a) the interest they charge and receive on loans; b) other earnings banks receive from investments of savings acount deposits (e.g., stock dividends).	I U H	K2 K4	3 5 7	5		See goal 1.
15. The student knows meanings of the terms discount rate and interest rate.	I U H	K2	3	5		See goal 1.
16. The student knows ways that federally-established rates influence and are influenced by conditions and trends in a) markets for other goods; b) the economy as a whole.	U H	K2 K8	3 7	5	5.5.3.3 5.5.4.1 5.5.4.5 5.7.2.1	See goal 1.

5. Economics
5.5 Modern economic institutions (U.S. economy)
5.5.3 Money, banking, credit, and capital

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.5.3.3 Credit and capital						
1. The student knows vocabulary needed for reference to characteristics, relationships or functions of credit and capital as fundamental elements of modern economic systems.	I U H	K1 K2	3 5	5	5.3.4 5.6.1	(V) Knowledgeability
2. The student knows definitions-examples appropriate for clarifying the nature or functions of credit instruments.	I U H	K2 K3	3 5	5		See goal 1.
3. The student knows features, functions, institutions, etc. distinguishing major types of credit instruments.	I U H	K2 K3	1	5	5.9.2.2	See goal 1.
4. The student knows ways that loans transfer the power or opportunity to buy other goods: a) from lenders to borrowers, for agreed-upon periods of time; b) from lender's present to lender's future; c) from borrower's future to borrower's present.	I U H	G1 K4 K6 K7	3	5		See goal 1.
5. The student knows ways that lending-borrowing creates capital (e.g., channels purchasing power to businesses who use it to begin or expand production).	I U H	K2 K7 K8	3	5	5.3.3 5.3.4 5.6.1	See goal 1.

5. Economics
5.5 Modern economic institutions (U.S. economy)
5.5.3 Money, banking, credit, and capital

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.5.3.3 Credit and capital (Cont.)						
6. The student knows purposes and provisions of various types of loans or securities transactions for capital financing of agricultural, commercial or industrial enterprises in the U.S.	I U H	K2 K7 K9	1 2 3	5		See goal 1.
7. The student knows structures and functions of major securities markets (e.g., roles of commercial banks, trust funds, brokerage firms, government units as buyers-sellers, intermediaries, etc. in stock and bond markets).	I U H	K2 K6 K7	1 2 3	5		See goal 1.
8. The student knows laws and agencies regulating the management of assets deposited with various types of funds or trusts (e.g., Social Security; union, corporate and public employee retirement funds; insurance companies; mutual funds).	U H	K1 K2	1 2 3	5		See goal 1.

5. Economics
5.5 Modern economic institutions (U.S. economy)
5.5.3 Money, banking, credit, and capital

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.5.3.3 Credit and capital (Cont.)						
9. The student knows types and functions of agencies involved in various consumer credit markets as suppliers or intermediaries (e.g., roles of commercial banks, credit unions, brokerage firms, credit bureaus, etc. in financing purchases of homes, cars, furniture, other durable goods; in issuing and financing revolving and contract charge accounts with oil companies, department stores, multi-use credit plans--Master Charge, etc.; in granting personal loans for travel, debt consolidation, or discretionary use).	I U H	K2 K7	1 2 3	5		See goal 1.
10. The student knows ways that consumer lending or credit policies influence demand and supply in markets for other goods (commodities, services).	I U H	K2 K8	3	5		See goal 1. Also: (C) Market
11. The student is able to use appropriate concepts and models for analysis of interdependencies of supplies-demands-prices in financial, employment, and commodity markets.	U H	P43				See goal 1. Also: (V) Insight (V) Adequacy (C) Interdependence

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5. Economics
5.5 Modern economic institutions (U.S. economy)
5.5.4 The public sector

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.5.4.1 Economic powers of the federal government						
1. The student knows vocabulary needed to identify or distinguish among economic powers of the federal government (e.g., monetary powers; fiscal powers; regulatory powers in interstate commerce, international trade).	I U H	K2 K7	3 5	5		(V) Knowledgeability (C) Government
2. The student knows economic powers granted the federal government by the U.S. Constitution.	I U H	G1 K2 K7	2 3	5	8.7.1	See goal 1.
3. The student knows the Constitutional distribution of economic powers among branches of the federal government.	I U H	G1 K2 K6	2 3	5	8.7.1	See goal 1.
4. The student knows that modern law extends and refines Constitutional provisions for the nature and distribution of federal economic powers.	I U H	G2 K2 K4	2 3	5		See goal 1.
5. The student knows ways that monetary functions or responsibilities (including making policy, administering or carrying out policy, enforcing policy, and monitoring-forecasting monetary conditions) are distributed among branches of the federal government, their sub-units (e.g., Congressional houses and committees, Executive departments, bureaus, commissions, agencies; Federal courts), and specially-chartered agencies (e.g., Federal Reserve Bank).	I U H	K2 K6 K7	2 3	5	5.5.3.2 5.5.4.5 8.7.2	See goal 1.

5. Economics
5.5 Modern economic institutions (U.S. economy)
5.5.4 The public sector

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5.5.4.1 Economic powers of the federal government (Cont.)						
6. The student knows ways that fiscal functions or responsibilities (including making policy, administering or carrying out policy, enforcing policy, and monitoring-forecasting fiscal conditions) are distributed among branches of the federal government and their sub-units.	I U H	K2 K6 K7	2 3	5	5.5.4.2 5.5.4.3 5.5.4.4 5.5.4.5 8.7.2	See goal 1.
7. The student knows ways that functions or responsibilities involved in regulating the domestic private sector (including making, administering and enforcing policy regarding interstate commerce, agriculture, labor, communications, transportation, etc.; and monitoring-forecasting conditions of relevant markets) among branches of the federal government and their sub-units.	I U H	K2 K6 K7	2 3	5	5.5.1 5.5.2 5.5.4.2	See goal 1.
8. The student knows ways that functions or responsibilities involved in regulating international trade (including making, administering and enforcing import-export policies, trade agreements-alliances, etc. and monitoring-forecasting conditions of international markets) are distributed among branches of the federal government, their sub-units, and representatives in international organizations.	I U H	K2 K6 K7	2 3	5		See goal 1.

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5.5.4.1 Economic powers of the federal government (Cont.)						
9. The student knows that economic planning by national governments of market-organized societies is aimed at using monetary, fiscal (taxation, government spending) and regulatory controls in ways that maintain or improve the overall productivity and stability of their economies; (e.g., to offset, rather than aggravate, imbalance in market structures, in supply-demand-price relationships; to moderate inflationary and depressive trends, cycles).	I U H	G1 K2 K7	1 2 3	5	5.5.4.2 5.5.4.3 5.5.4.5 5.5.5.4 5.7.2.1.3 5.7.2.3	See goal 1. Also: (V) Stability (V) Social responsibility (V) Planning (V) Policy-making (C) Equilibrium
10. The student knows meanings of the terms "demand management" and "supply management" as used in planning and analyzing economic policy.	I U H	K2	3	5	5.7.2.1.3	See goal 1.
11. The student knows agencies specialized to advise or co-ordinate federal planning of monetary, fiscal, and regulatory policies.	I U H	K1 K2 K7	1 2 3	5		See goal 1.

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5.5.4.2 Governmental services						
1. The student knows types of public services supplied to the U.S. population out of federal taxes (e.g., military protection, federal law enforcement, public health, judiciary services).	I U H	K2 K7	2	5		(V) Knowledgeability
2. The student knows services the federal government supplies to particular industries or sectors of the economy through tax-supported agencies and programs (e.g., research, development, technical assistance facilities and publications for educational agencies, fisheries, farmers, aerospace industries, etc.; arbitration of labor disputes; health care, legal aid programs and facilities).	I U H	K2 K7	2	5		See goal 1.
3. The student knows tax-supported public services generally supplied by state and local governments.	I U H	K2 K7	2 3	5		See goal 1.
4. The student knows types of specialized or "protected" funds that are guaranteed, collected and managed by federal, state, or local government agencies or programs, and services they are intended to provide (e.g., Social Security fund; veteran's loan funds; state workmen's compensation and unemployment funds; transit district funds).	I U H	K1 K2 K7	2 3	5		See goal 1.

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5.5.4.2 Governmental services (Cont.)						
5. The student knows ways that federal, state or local governments may interact with the private sector in public service, public utility, and public transportation markets.	I U H	K2 K6 K7	2 3	5		See goal 1.
6. The student knows services that federal, state, or local governments may underwrite or supply directly in the area of employment (e.g., training programs, work programs, placement services; labor relations services; industrial health and safety services).	I U H	K2 K7	1 2	5	5.9.1.1 5.9.1.3 11.4	See goal 1.
7. The student knows that governmental or public institutions--like private producers of services, commodities, etc.--enter markets as "buyers" of the labor, capital goods, materials, etc. required for the production of their services.	I U H	K2 K7	3	5		See goal 1.
8. The student knows ways that publicly-funded agencies and programs may interact with the private sector to finance, organize or deliver various types of services.	I U H	K2 K7	2 3	5		See goal 1.

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5.5.4.3 Taxation (See also: 5.9.4 Taxes)						
1. The student knows vocabulary needed for reference to taxation, tax structures, types, and functions.	I U H	K1 K2	3 5	5		(V) Knowledgeabilit
2. The student knows features distinguishing major types of taxes, including: personal income tax, corporate income tax, property tax, sales tax, excise tax, estate or inheritance tax, import-export taxes (tariffs, duties).	I U H	K2 K5	3	5		See goal 1.
3. The student knows types of taxes currently levied-collected by the federal government (e.g., personal income, corporate income, excise, import-export).	I U H	K2 K5	3	5		See goal 1.
4. The student knows types of taxes that may be levied-collected by state or local governments, depending on the provisions of their constitutions, charters, etc.	I U H	K2 K5	3	5		See goal 1.
5. The student knows that tax revenues are governmental "income".	P I	K2	3	5		See goal 1.
6. The student knows proportions of the federal income received from various categories of taxes (e.g., personal income tax, corporate income tax, excise taxes, import-export duties).	I U H	K3	1 2 3	5		See goal 1.

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5.5.4.3 Taxation (Cont.)						
7. The student knows proportions of his or her state and/or local governments' incomes received from various categories of taxes (e.g., property taxes, sales taxes if any, excise taxes, income taxes, inheritance taxes).	I U H	K3	1 2 3	5		See goal 1.
8. The student knows ways that rates are established for various types of taxes (e.g., agencies involved, measures of value used).	I U H	K2 K7	1 2 3	5		See goal 1.
9. The student knows systems used to collect various types of taxes, and classes of taxpayers-agencies involved.	I U H	K2 K7	1 2	5		See goal 1.
10. The student knows factors historically regarded as principles or bases of a just tax, including: ability to pay, ease of collection, amount needed for balanced budget (balance of payments), and preservation of the source.	U H	K2 K9	3	5	5.3.3	See goal 1.
11. The student knows that in modified market economies, tax structures and schedules (rates, exemptions, etc.) are basic tools of demand and supply management (i.e. of planning for overall economic stability), as well as means of obtaining governmental income.	U H	K2 K7	1 2 3	5	5.5.4.1 5.7.2.1.3	See goal 1.
12. The student knows distinctions among proportional, progressive and regressive taxes.	U H	K2 K5	3	5		See goal 1.

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5.5.4.3 Taxation (Cont.)						
13. The student knows ways that expenditures of federal, state or local tax revenues may be categorized for purposes of accounting, budget management, economic planning-analysis, etc.	I U H	K2	3 5	5		See goal 1.
14. The student knows proportions of federal tax revenues that are currently (or on average in recent years) allocated to various classes of expenditures (e.g., repayment of governmental debts; operating budgets of permanent federal agencies; specialized federal aid programs-projects).	I U H	K3	1 2 7		5.5.4.4	See goal 1.
15. The student knows meanings of the term "revenue sharing" as currently used with reference to federal, state and local government finance.	I U H	K2	3 7			See goal 1.
16. The student knows proportions of his or her state and/or local governments' tax revenues currently (or on average in recent years) allocated to various classes of expenditures (e.g., repayment of debts, operating budgets of permanent agencies, specially-authorized programs-projects).	I U H	K3	1 2 7			See goal 1.

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5.5.4.4 Governmental borrowing and debt						
1. The student knows vocabulary needed for reference to instruments, agencies, processes or functions of governmental borrowing and indebtedness.	I U H	K1 K2	3 5	5	5.5.3.2 5.5.3.3	(V) Knowledgeability
2. The student knows that governments at federal, state and local levels borrow money from the private sector (e.g., commercial banks, trust funds, individuals) by issuing and selling bonds.	I U H	K2 K7	1 2 3	5		See goal 1.
3. The student knows that bonds are claims against future assets (income) of the agencies that issue and guarantee them; i.e. a buyer-holder exchanges the current cash value of the bond for its cash value at maturity, as guaranteed by the issuing agency.	I U H	K2 K7	3	5		See goal 1.
4. The student knows the role of federal bond issues in the creation and management of money supplies or stocks.	I U H	K2 K7	1 2 3	5	5.5.3.1 5.5.4.1 5.7.2.1.3	See goal 1.
5. The student knows roles of federal bond issues, bonded indebtedness, and deficit spending in fiscal policy and management.	U H	K2 K7	3 7	5	5.3.4 5.5.4.1 5.7.2.1.3	See goal 1.
6. The student knows ways that federal, state and local governments' debt ceilings or limits are legally established and changed.	I U H	G1 K2 K7	1 2 3	5	8.7.2 8.7.3	See goal 1.

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5.5.4.4 Governmental borrowing and debt (Cont.)						
7. The student knows legal provisions-criteria for bond issues by various levels and types of public agencies (e.g., federal government states; counties, municipalities, school districts, water districts, etc. in his or her state).	U H	G1 K2 K9	1 2 7	5	8.7.2 8.7.3	See goal 1.
8. The student knows that units of government and corporations are competing suppliers of bond markets.	I U H	K3 K6	3	5		See goal 1.
9. The student knows distinguishing features of various major categories of government or public bonds (e.g., time periods, interest rates, guarantors, denominations).	I U H	K2 K5	1 2 3	5		See goal 1.
10. The student knows types of financial liabilities (debts) which the federal government does or may incur in addition to bonds (e.g., time-payments owed to other nations under trade agreements, treaties, etc.; liabilities for specialized funds-withheld taxes, Social Security deposits, etc.; treasury bills).	I U H	K2 K3	1 2 3	5		See goal 1.
11. The student knows types of financial liabilities (debts) state or local governments, public service districts, etc. may incur in addition to-or apart from-bonds.	I U H	K2 K3	1 2 3	5		See goal 1.

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5.5.4.4 Governmental borrowing and debt (Cont.)						
12. The student knows characteristics which make a unit of government a good credit risk, or a government bond a relatively "secure" investment (e.g., political stability; payment record free of defaults, delays; current and anticipated stability of tax base: rates of overall economic growth, inflation, etc.	I U H	K3 K9	3 7	5		See goal 1.
13. The student knows advantages and disadvantages of holding long-term, low-interest government securities (bonds, time-payment contracts, Social Security accounts, etc.) including: a) minimal risk of defaults or delays in payment, so long as the guarantor is politically and financially stable; b) greater risk of inflation reducing or wiping out real net earnings, the longer the period of the bond or contract.	U H	K3 K8	3 7	5		See goal 1.
14. The student knows legal provision for governmental revisions of rates or terms of return to beneficiaries of Social Security and other non-voluntary fund deposits, as the purchasing power of the dollar falls or rises.	U H	G1 K2 K9	1 2 7	5		See goal 1. Also: (V) Social responsibility

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5.5.4.5 National or social accounting (See also: 5.4.3 Methods of economic analysis)						
1. The student knows that the federal government accepts primary responsibility for measuring and reporting the nation's economic performance.	P I U H	G2 K7	1 2 12	5	5.5.4.2	(V) Knowledgeability (V) Social responsibility (V) Adequacy as basis for actio or decision (V) Communicating (C) Cultural skills
2. The student knows why economic research (measurement-accounting-forecasting) is essential to a national government's monetary, fiscal and regulatory policy-making.	I U H	K8 K9	3 6 12	5	2.6.2 2.6.3 5.3.4 5.4.1.6 5.5.4.1 8.4.2 11.1.3	See goal 1. Also: (V) Accuracy (V) Relevance (V) Predictive validity (V) Comprehensive-ness (V) Policy-making (C) Choice (C) Decision-making
3. The student knows ways that federal publication of economic data contributes to rational choice-making throughout the society, and/or in particular sectors of the economy (e.g., reducing uncertainty; reducing cost of information).	I U H	K2 K7 K8	3 7 12	5	2.6.2 2.6.3 5.4.1.6 5.9 11.	See goal 2.
4. The student knows institutions and events of significance in the development of the U.S. government's current system of national or social accounting.	I U H	K1 K4 K6	2 4	1 5		See goal 1.

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5.5.4.5 National or social accounting (Cont.)						
5. The student knows roles of various federal bureaus, agencies, etc. in the measurement and reporting of national economic performance (e.g., Bureau of Labor Statistics, Department of Labor, and unemployment statistics; Office of Business Economics in Department of Commerce, and national income and product accounting).	I U H	K1 K2 K6 K7	1 2 4	1 5	8.7.2.4	See goal 1.
6. The student knows major categories or aspects of national economic data (performance measures) compiled and published regularly by the federal government, including: a) labor force, labor supply, and unemployment; b) total output or Gross National Product; c) income and expenditures (components of GNP); d) prices and inflation.	I U H	K2 K5 K6	1 2 3 4	1 5		See goal 1.
7. The student knows that time intervals in which aspects of economic activity are conventionally measured, for various purposes and audiences (e.g., statistics compiled by day, week, month, year).	I U H	K2 K7	3	5		See goal 1.
8. The student knows statistical or mathematical conventions needed for comprehension or clarification of economic performance data reported in public media, textbooks, or government publications.	I U H	K2	4 5	5	3.2.2	See goal 1. Also: (V) Literacy

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5.5.4.5 National or social accounting (Cont.)						
9. The student knows sources of compiled and reported economic data (e.g., names of government publications, agencies; locations of local offices, libraries, where publications are available; news media sources).	I U H	K1 K6	6	5	2.1.2	See goal 1. Also: (V) Resourcefulness (V) Access to resources
10. The student knows terms, definitions and instrumentation standardized for measurement of labor market conditions, unemployment, etc. (e.g., labor force = employed + those actively seeking employment + those waiting to be recalled to employment; unemployed = those actively seeking employment + those waiting to be recalled).	I U H	K1 K2 K7	3 4 5	1 5	5.5.1.2	See goal 1.
11. The student knows sampling and other statistical procedures used by the Bureau of Labor Statistics to count the national labor force, calculate unemployment rates, etc.	I U H	K2 K7	4 5	5		See goal 1.
12. The student is able to interpret current, relevant information from tables, graphs, or other conventional displays of labor or employment statistics.	I U H	P41	5 6	5		See goal 1.

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5.5.4.5 National or social accounting (Cont.)						
13. The student knows sources and types of market data compiled for summary measures such as total annual output (GNP), aggregate supply, aggregate demand, etc.	I U H	K2	3	5		See goal 1.
14. The student knows that the gross national product is the calculated value of all goods and services produced in the entire economy over a given period, usually taken to be one year.	I U H	K2	3 5	5		See goal 1.
15. The student knows that the value of all goods and services produced in the entire economy over a given period is expressed in dollars, and measured as both: a) gross income; b) gross expenditures for new goods and services; sums that are equal by definition.	I U H	K2	4 5	5		See goal 1.

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5.5.4.5 National or social accounting (Cont.)						
16. The student knows income components of the GNP, including: a) disposable personal income: income made available to individuals and households for them to save or spend (earnings, transfer payments, etc.) b) business income: income retained by businesses as depreciation allowances and undistributed corporate profits; income not at the disposal of consumers (households) or government; c) government income: tax revenues, minus government transfer payments (social security benefits, pensions, welfare payments, other income not paid in return for productive services being currently rendered).	U H	K2	3 4 5	5		See goal 1.
17. The student knows approximate portions of recent years gross national product claimed as income by a) consumer-household, b) government, and c) business sectors of the economy (e.g., in 1971, disposable personal income=70% of GNP, tax revenues minus transfer payments=22%, undistributed corporate profits + depreciation allowances=8%).	U H	K3 K6	1 2			See goal 1.

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5.5.4.5 National or social accounting (Cont.)						
18. The student knows expenditure components of the GNP, including; a) personal consumption expenditures: purchases of consumer goods, services by individuals and households; b) gross private domestic investment: purchases of new residences, new business structures (offices, factories, stores), new durable equipment (machinery), and net addition to business inventories; c) net export of goods and services; d) government purchases of goods and services.	U H	K2	3	5		See goal 1.
19. The student knows distinctions among consumption and investment expenditures, as defined for purposes of national accounting.	U H	K2 K5	5			See goal 1.
20. The student knows distinctions among consumers, government and investors as classes of domestic purchasers in GNP calculations.	U H	K2 K5	5			See goal 1.
21. The student knows proportional distribution of consumer, government and investment expenditures for recent years.	U H	K3 K6	1 2			See goal 1.

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5.5.4.5 National or social accounting (Cont.)						
22. The student knows reasons why "raw" GNP data will overstate the actual increases in output of goods and services (and/or in real income) from year to year, if prices are rising over time.	U H	K2 K4 K6	4 5		5.4.2.2 5.5.3.1 5.7.2.1.1	See goal 1.
23. The student knows that to reflect real changes in national output and income from year to year, figures on gross national product and its components are converted to dollars of constant purchasing power via an index of prices (Department of Commerce calculations of "implicit price deflators").	I U H	K2	4 5			See goal 1.
24. The student knows characteristics and functions (purposes, uses) of the Consumer Price Index and the Wholesale Price Index.	I U H	K2 K3	4 5	5		See goal 1.
25. The student knows agencies and processes involved in compiling Consumer and Wholesale Prices Indexes.	I U H	K1 K2 K7	4 5	5		See goal 1.
26. The student knows ways that figures on employment, GNP components, and price levels may be correlated or combined to reveal patterns or problems of economic performance.	U H	K2 K7	4 5 7	5	5.7	See goal 1.

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5.5.5.1 Transactions						
1. The student knows vocabulary needed for study or analysis of international transactions.	I U H	K2	3 5	5		(V) Knowledgeability
2. The student knows basic economic principles and propositions related to international trading of specialized productive output.	I U H	G1 K7 K8	3	1 5	5.1.2 5.3.3	See goal 1. Also: (C) Market (C) Comparative advantage (C) Interdependence
3. The student knows that modern international transactions include any business interchange between residents of different countries, and a variety of inter-governmental dealings.	I U H	K2	3	5		See goal 1.
4. The student knows factors complicating trade in goods or services by residents of different countries (e.g., differences in monetary systems, laws governing ownership, markets, foreign trade).	I U H	K3 K6	1 2 3 7	5		See goal 1.
5. The student knows distinctions between trade, or "real" transactions, and "financial" transactions (e.g., exchange of merchandise or services for monetary payment or contractual obligation, vs. transfer of purchasing power).	I U H	K2 K5	3 5	5		See goal 1.

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5.5.5.1 Transactions (Cont.)						
6. The student knows that all real transactions involve financial transactions of some type; i.e. buyers pay sellers with credit instruments-currency, checks, time payment contracts, etc. - that transfer purchasing power in the units and amounts agreed upon as terms of trade or prices.	I U H	G1 K2 K7	3	5	5.5.3.1	See goal 1. Also: (C) Market
7. The student knows that international trade requires a variety of financial obligations and transactions on the part of intermediary agencies (commercial banks, central banks, etc.) so that buyers' payments can be converted to the national currency units, deposit credits, etc. demanded by sellers.	I U H	G1 K2 K9	3 7	5	5.5.3.1 5.5.3.2 5.5.5.2 5.5.5.3	See goal 2.
8. The student knows types of contracts, payment terms, credit instruments, etc. commonly agreed to by international traders, or commonly used to finance international trade.	U H	K2 K7	1 2 3	5	5.5.3.3 5.5.5.3 5.5.5.4	See goal 1.
9. The student knows that not all financial transactions on the international level are related directly to trade in merchandise or services; i.e. credit instruments of many types, including currency, corporate and governmental securities, etc. are marketed and exchanged internationally for a variety of private and governmental purposes other than simply to accommodate trade.	I U H	G2 K2 K7	3	5	5.5.5.4	See goal 1.

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5.5.5.1 Transactions (Cont.)						
10. The student knows distinctions between autonomous and accommodative financial transactions.	U H	K2	3 5			See goal 1.
11. The student knows motives or incentives for autonomous international financial transactions of various types (e.g., implementation of national monetary policies, foreign policy objectives of national governments; profit incentives for private investors, speculators taking advantage of national interest rate differentials, expected changes in rates of currency exchange).	U H	K2 K6 K8	3		5.5.5.3 5.5.5.4	See goal 2.
12. The student knows types of real and financial transactions which may be involved in managing or financing operations of multi-national corporate structures (e.g., imports-exports of parent and subsidiary firms; direct and portfolio investments; interest payments to foreign stock and bond-holders; accommodative transactions of commercial and central banks).	U H	K2 K7	1 2 3		5.5.1.1 5.5.5.2 5.5.5.3 5.5.5.4	See goal 2.

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5.5 Modern economic institutions (U.S. economy)
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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.5.5.2 Exchange rates (See also: 5.5.3.1 Money)						
1. The student knows vocabulary needed for study or analysis of currency exchange and exchange rates.	I U H	K2	3 5	5		(V) Knowledgeabilit
2. The student knows ways that basic supply-demand-price principles apply to international currency exchanges and exchange rates.	I U H	G1 K2 K6	3 6	5		See goal 1.
3. The student knows that the value of a nation's currency is often measured-expressed in terms of other national currencies, as a rate of exchange (par value).	I U H	K2	3 5	5		See goal 1.
4. The student is able to interpret relative values of national currencies from figures or tables showing exchange rates.	I U H	P41	5 6	5		See goal 1.
5. The student knows distinctions between a) pegged or fixed and b) floating currency exchange rates.	I U H	K2 K5	3 5	5		See goal 1.
6. The student knows purposes for which individuals, business firms, commercial banks and central banks purchase foreign currency (or foreign exchange).	I U H	K6 K7 K8	3	5	5.5.5.3 5.5.5.4 5.6.2.3	See goal 1.

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5.5.5.2 Exchange rates (Cont.)						
7. The student knows interrelationships of international exchange markets and prices (currency exchange rates) with activity of import-export markets.	U H	G1 K2 K6 K8	3	5	5.6.2.3	See goal 1.
8. The student knows names, structures and functions of organized currency exchange markets or agencies.	U H	K1 K2 K6	1 2		5.5.5.3	See goal 1.
9. The student knows ways that the price of the dollar relative to other currencies is affected or determined by: a) balance of U.S. trade with other nations; b) world demand for dollars as international medium of exchange or unit of contract in trade; c) activity of international gold markets; d) activity of other international financial markets (short and long-term capital flows; balance of investments, securities markets; e) federal monetary policies-domestic and international.	H	G1 K6 K7 K8	3 7	5		See goal 1. Also: (C) Interdependence
10. The student knows recent patterns in activity of foreign exchange markets.	U H	K4	1 2 7	5		See goal 1.

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5.5.5.3 Financial system (See also: 5.5.3 Money, banking, credit and capital; 5.6.2.3 International trade and financial policies)						
1. The student knows vocabulary needed for study or analysis of the international financial system, its basic elements, functions, or modern problems.	I U H	K1 K2	3 5	5		(V) Knowledgeabilit
2. The student knows organizational elements of the international financial system, including: a) private or commercial banks; b) national or central banks; c) international banking and monetary agencies: International Monetary Fund, World Bank, etc.	I U H	K2 K3 K6	1 2 3	5		See goal 1.
3. The student knows intermediary and participant roles of commercial and central banks in the financing of world (or foreign) trade.	U H	K2 K6 K7	1 2 3		5.5.5.1	See goal 1.
4. The student knows intermediary and participant roles of commercial and central banks in world capital or investment markets.	U H	K2 K6 K7	1 2 3			See goal 1.
5. The student knows roles of central banks in the management of national currencies (e.g., of national and commercial banks' reserve assets or funds; of domestic money stocks; of international exchange rates).	U H	K2 K6 K7	1 2 3			See goal 1.

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5.5.5.3 Financial system (Cont.)						
6. The student knows factors leading to the formation of the International Monetary Fund.	I U H	K4 K6 K8	1 2 3			See goal 1.
7. The student knows the basic legal structure and powers (functions, duties, services, etc.) of the IMF.	I U H	K2 K6 K7	1 2 3			See goal 1.
8. The student knows the nature and functions of the IMF's Special Drawing Rights (e.g., "paper gold"-used as international reserve money, not a liability of the Fund or of any particular government; denominated at 35 SDR units per fine ounce gold by international agreement; acceptable because using agencies--central banks--have committed themselves to their acceptance within defined limitations; central banks are allocated SDR credits by fund; rights may be used only to acquire equivalent amount of convertible currencies from other countries).	I U H	K2 K7	1 2 3	5		See goal 1.
9. The student knows that prior to 1968, U.S. dollars were key elements of world monetary reserves, being convertible to gold upon demand of foreign central banks at the fixed rate of $35 per ounce, and gold functioning as the universal base or standard reserve asset by which all national currencies were valued.	U H	K3 K4 K6 K8	1 2	5	5.5.3	See goal 1.

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5.5.5.3 Financial system (Cont.)						
10. The student knows major changes in the roles of U.S. dollars and gold in the world monetary-financial system since 1968, and crises to which new policies and arrangements responded (e.g., French currency crisis of 1968 and initiation of official gold trading in private markets; suspension of official gold trading and initiation of two-tier gold market and pricing system, with gold transactions among central banks continuing at pegged price) and free market price set in market; suspension of dollar-gold convertibility by U.S. in 1971, unilateral imposition of import tax until other industrial countries realigned exchange rates in appreciation against the dollar; Smithsonian accord, floating of most countries' exchange rates, with implicit devaluation of dollar; transition to SDR, rather than gold, as uniform standard reserve unit--de-metalicizing monetary system).	U H	K4 K6 K8	1 2 7			See goal 1.
11. The student knows basic organizational structure, powers, and functions of the World Bank.	U H	K2 K3 K6 K7	1 2 3	5		See goal 1.

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5.5.5.3 Financial system (Cont.)						
12. The student knows organizational structures, financial powers or functions, and roles in various international markets of major regional economic alliances (e.g., European Common Market; OPEC).	U H	K2 K3 K6 K7	1 2	5	8.9.3	See goal 1.
13. The student knows roles of commercial and central banks, regional economic alliances and international banking agencies in foreign aid programs and transactions (official government grants, loans, emergency relief funds, etc.).	U H	K2 K3 K6 K7	1 2	5	6.4.5 8.9.3	See goal 1.

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5.5.5.4 Balance of payments						
1. The student knows vocabulary needed for study or analysis of balance of payment accounts and/or the phenomena they measure and represent.	U H	K1 K2	3 5	5		(V) Knowledgeability
2. The student knows purposes for which nations keep balance of payment accounts (in general, to record flow of real assets and financial obligations in and out of their countries; to measure from different perspectives changes in the economic positions of their countries with other countries).	U H	K2 K7	3 7	5		See goal 1. Also: (V) Adequacy as basis for action or decision (V) Policy-making (V) Planning (V) Social responsibility (V) Communicating
3. The student knows general categories of economic performance tracked by national balance of payment accounts; (e.g., trade flows and balances; flows and balances of short and long-term capital; flows of national monetary reserves).	U H	K2 K3	1 2 3	5		See goal 1.
4. The student knows ways that merchandise imports may affect: a) current domestic holdings of claims on foreign assets; b) current domestic money supply and spending (e.g., inflow of goods means outflow of money and/or claims, does <u>not</u> reduce current domestic money stock or spending, but does increase outstanding foreign claims, if bought on long-term credit contract, or if payments are deposited-invested domestically, as when foreign seller holds U.S. bank account).	U H	G1 K2 K6 K8	1 2 3 7		5.5.3.1 5.5.5.1	See goal 1.

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5.5.5.4 Balance of payments (Cont.)						
5. The student knows ways that merchandise exports may affect: a) current domestic holdings of claims on foreign assets; b) current domestic money stocks and spending; (e.g., outflow of goods = inflow of money and/or claims on foreign assets; if price is paid and deposited-invested domestically, it increases current domestic money supply and spending; if financed on long-term contract, or if payments are deposited-invested in another country, exports increase domestic claims on foreign assets).	U H	G1 K2 K6 K8	1 2 3 7		5.5.3.1 5.5.5.1	See goal 1.
6. The student knows that U.S. balance of payments accounts enter as <u>debits</u> transactions that increase funds in foreign hands or that result in increased use of funds by domestic residents, and as <u>credits</u>, transactions that increase domestic holdings of funds or reduce foreign holdings.	H	K2	3 5			See goal 1.
7. The student knows that the sums of debit and credit entries in balance of payment accounts are equal by definition, and adjusted to match discrepancies in recorded transactions by the use of an "omissibns and errors" category.	H	K2	3 5			See goal 1.

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5.5.5.4 Balance of payments (Cont.)						
8. The student knows reasons why total debits and credits are theoretically equal sums in balance of payment accounting.	H	G1 K2 K5	3 5			See goal 1.
9. The student knows major categories of transactions measured by U.S. balance of payment accounts, including: a) flow of goods and services: merchandise exports and imports; travel and transportation, military transactions, and investment earnings; b) remittances and government grants; c) long-term capital flows (e.g., purchases of corporate stocks, corporate and government bonds with contractual maturity exceeding one year; other long-term loans); d) non-liquid short-term capital flows (e.g., of trade acceptances, business loans between countries, outstanding collectibles such as accounts receivable); e) liquid capital flows (e.g., commercial bank deposits, short term government debt obligations, commercial and financial paper); f) capital flows involving foreign central banks.	H	K2 K3	3 5		5.5.5.1	See goal 1.

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5.5.5.4 Balance of payments (Cont.)						
10. The student knows the five major balances calculated in the U.S. balance of payment accounting system; i.e. Balance on Goods and Services, Balance on Current Account, Balance on Current Account and Long-term Capital (the "basic balance"), Net Liquidity Balance, Official Reserve Transaction Balance.	H	K2	1 3 5			See goal 1.
11. The student knows relationships of the five major reported balances to credits and debits charged to the accounts appearing above and below them on balance-of-payment summaries.	U H	K2	1 3 5			See goal 1.
12. The student knows meanings of annual net deficits, surpluses or equilibrium balances recorded for various major accounts in the U.S. balance of payment accounting system.	U H	K2 K3 K6	3 5			See goal 1.
13. The student knows ways that currency exchange rates, international interest rate differentials, etc. affect and are affected by the capital flows recorded in balance of payment accounting, or the net deficits-surpluses represented by balances on particular accounts.	U H	G1 K4 K8	1 2 3 5			See goal 1.

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5.5.5.4 Balance of payments (Cont.)						
14. The student knows sources of current balance-of-payment information (e.g., U.S. Department of Commerce's quarterly and annual Balance of Payment Summaries; revized definitions of account categories, etc. in Survey of Current Business, June 1971; recent texts such as Mason, Miller, and Weigel's Economics of International Business, Wiley and Sons 1975).	H	K1 K2 K6	6			See goal 1.

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5.6 Economic problems						
1. The student knows ways that economists define or identify economic problems.	I U H	K2 K3	3 5	5		(V) Knowledgeability (V) Cultural tools (V) Problem-solving
2. The student knows distinctions between micro-economic and macro-economic problems (e.g., problems dealt with in and by small-scale units--business firms, households, local economies, particular industries or markets vs. problems of large-scale economic organization--problems affecting and dealt with by whole national or international economies).	I U H	K2 K5	3 5	5		See goal 1.

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5.6 Economic problems
5.6.1 Micro-economic problems

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5.6.1.1 Government regulation						
1. The student knows that problems regarding government regulation of the private sector have occurred and been analyzed and debated by economists since the market system began to emerge.	I U H	G2 K4 K6	2 3 7	5	5.3.2 5.3.3 5.3.4	(V) Cultural knowledge (V) Cultural skills (V) Productivity (V) Inquiry (V) Problem-solving (V) Policy-making (C) Government (C) Market
2. The student knows ways that classical economists (e.g., Adam Smith) portrayed problems of government regulation. (e.g., market itself is regulator; substitution of law for free operation of supply-demand-price dynamics prevents optimum allocation of resources, products)	I U H	G1 K2 K3	2 3 7	5	5.3.3 5.3.4	See goal 1.
3. The student knows that in principle, modern democratic states (governments) regulate industries, businesses, markets, etc. in the public interest, where allocation of resources or products through market dynamics alone involves risks or costs (inefficiencies, abuses) that society finds unacceptable.	I U H	G1 K2 K7	3 7	5	5.5	See goal 1. Also: (V) Social responsibility (V) Justice (V) Equal protection under law

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5.6.1.1 Government regulation (Cont.)						
4. The student knows ways that government regulatory agencies may substitute for market mechanisms as makers of decisions about: a) allocation of resources to production (e.g., granting franchises or licenses to a limited number of producer-sellers in a given industry, for a given market; licensing of workers in particular occupations; regulating imports-exports of fuels, raw materials); b) methods of production (e.g., effects of occupational health-safety standards, security regulations, pollution controls, wage-price controls on production technology); c) distribution of output (e.g., determining transportation routes, terminals; licensing firms, equipment, workers, etc. in public conveyance, public utilities, radio and telecommunications fields; wage and price controls).	I U H	K2 K7 K8	1 2 3 7	5		See goal 1.
5. The student knows purposes and methods of government regulation of service industries (e.g., public utilities, public and commercial carriers and terminal facility operations, radio and television broadcasting).	I U H	K2 K7	1 2 3 7	5		See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.6.1.1 Government regulation (Cont.)						
6. The student knows purposes and methods of government regulation of production or marketing of commodities that represent potential public health or safety hazards (e.g., foods, medicines, automobiles, nuclear fuels, explosives, toxic chemicals).	I U H	K2 K7	1 2 3 7	5		See goal 1.
7. The student knows purposes and methods of government regulation of access to particular trades, professions or jobs (e.g., licensing people to offer medical, dental, legal, educational, counseling, or other services, or to operate certain kinds of equipment; ratifying-enforcing closed or union shop contracts; regulation of hiring-employment policies and practices).	I U H	K2 K7	1 2 3 7	1 4 5		See goal 1.
8. The student knows purposes and methods of government regulation of agriculture (production allotments, commodity price supports, etc.).	I U H	K2 K7	1 2 3 7	5	5.5.2	See goal 1.
9. The student knows purposes and methods of government anti-trust regulation.	I U H	K2 K7	1 2 3 7	5	5.3.4 5.5.1.1	See goal 1.
10. The student knows purposes and methods of government regulation involved in environmental protection, pollution control, land-use or development.	I U H	K2 K7	1 2 3 7	5	5.5.2 6.4.2 6.4.3 6.4.8	See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.6.1.1 Government regulation (Cont.)						
11. The student knows purposes and methods of government regulation of the private financial sector (banks, security exchanges and brokers, consumer credit agencies, investment and insurance funds, etc).	I U H	K2 K7	1 2 3 7	5	5.5.3.2 5.5.3.3 5.5.5.3 5.7.2.1.3	See goal 1.
12. The student knows purposes and methods of governmental regulation of organized labor, labor practices, or labor-management relations.	I U H	K2 K7	1 2 3 7	1 5		See goal 1.
13. The student knows purposes and methods of government anti-discrimination regulation.	I U H	K2 K7	1 2 3 7	5		See goal 1. Also: (V) Equal protection under law
14. The student knows purposes and methods of government regulation of foreign trade.	I U H	K2 K7	1 2 3 7	5	5.5.5 5.6.2.3	See goal 1.
15. The student knows purposes and methods of regulatory agencies or policies recently established or expanded to deal with specific crises or problems (e.g., fuel shortages).	I U H	K2 K7	1 2 3 7	5		See goal 1.

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5.6.1 Micro-economic problems

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.6.1.1 Government regulation (Cont.)						
16. The student knows ways that changes in regulatory policies, or introduction of new regulations-programs, may work to the economic advantage or disadvantage of parties or groups a) within the targeted market or population, b) outside the targeted market or population, depending on their assets or attributes at the time the new policy or program goes into effect.	I U H	K4 K6 K8	3 7	5		See goal 1.
17. The student knows long-term market effects of regulations that increase production costs without increasing productivity (e.g., inflation, unemployment; increased market concentration of large-scale, well established producers as smaller firms are driven out or bought out).	I U H	K4 K6 K8	1 2 7	5	5.6.1.3 5.6.2.1	See goal 1.
18. The student is able to analyze market responses to particular regulatory policies or practices (e.g., effects of franchises, licensing an inter-market or inter-industry mobility of proprietors, of firms, labor force; effects of wage or price controls on production costs, on job market; effects of franchises, zoning, etc. on speculation and investment, on market values of relevant land, stock or bond holdings).	I U H	P45	7	5		See goal 1.

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5.6.1.1 Government regulation (Cont.)						
19. The student knows ways that government regulation breeds further government regulation (e.g., policies must be reviewed and revised as market conditions change, once in effect, policies-programs set off chain of responses in secondary, complementary and competing markets that may create new imbalances, risks, abuses, etc., creating pressure for new regulations agencies).	I U H	K4 K6 K8	3 7	5		See goal 1.
20. The student knows classes of parties a) receiving significant short-run and long-run benefits, advantages or gains; and b) bearing significant short-run and long-run costs of regulatory policies, practices or programs under study.	I U H	P43	1 2 7	5		See goal 1.
21. The student knows problems regarding the cost-effectiveness of regulatory agencies for their legal or declared purposes, their relationships to corporations or industries regulated, or their public accountability.	I U H	K3	7	5	8.7.2.7	See goal 1.
22. The student knows proposals advocated by various economists or "traditions" of political economy as alternatives to existing regulatory policies, programs, or agency structures.	I U H	K3	7	5	5.3.4	See goal 1.

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5.6.1.1 Government regulation (Cont.)						
23. The student is able to use appropriate economic data and constructs for analysis of contemporary problems of government regulation.	I U H	P43 P63	6 7	5		See goal 1. Also: (V) Relevance (V) Accuracy
24. The student is able to use appropriate economic data and constructs in evaluating proposed solutions to problems of government regulation.	I U H	P24 P63	6 7	5		See goal 1. Also: (V) Relevance (V) Accuracy (V) Predictive validity (V) Adequacy

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.6.1.2 External costs and benefits (See also: 5.4.2.3 Economic efficiency)						
1. The student knows meanings of terms used in analysis of external costs and benefits of market exchange (e.g., externalities, third parties, spillovers).	U H	K1 K2	3 5	5		(V) Social responsibility (V) Knowledgeability (V) Cultural knowledge (V) Cultural skills (V) Efficiency (V) Productivity (C) Market (C) Interdependence
2. The student knows reasons why externalities (i.e. neighborhood or spillover effects of production or consumption activities; cost or benefits not reflected in the terms of exchange, not absorbed by the principal parties) are considered dis-economies in classical economic theory.	U H	K2	3			See goal 1.
3. The student knows examples of modern production activities benefitting parties other than those buying the produce or receiving income from its sale.	U H	K3	7	5		See goal 1.
4. The student knows examples of modern productive activities having costs borne by parties other than those buying the produce or receiving income from its sale.	U H	K3	7	5		See goal 1.

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5.6.1.2 External costs and benefits (Cont.)						
5. The student knows examples of modern consumption activities benefitting parties other than the consumer or the suppliers receiving income from the sale of goods or services being consumed.	U H	K3	7	5		See goal 1.
6. The student knows examples of modern consumption activities having costs borne by parties other than the consumer or the supplier involved.	U H	K3	7	5		See goal 1.
7. The student knows ways that economic institutions and processes may deal with externalities; (e.g., internalizing benefits through business re-organization, expansion, re-locating, forming new or joint enterprises that capture side benefits of others' productive activities, or make productive use of others' "waste" by-products).	U H	K4 K7 K8	1 2 3 7	2 5	5.6.2.2 10.6.3.4	See goal 1. Also: (V) Progress (C) Growth (C) Cooperation (C) Change
8. The student knows ways that legal-governmental institutions and processes may deal with externalities (e.g., internalizing costs and benefits through force of law: taxing industries that produce harmful side-effects, subsidizing those that produce beneficial side effects; criminalizing of socially-harmful activities; clear assignment of property rights and liabilities).	U H	K4 K7 K8	1 2 3 7	2 5	5.5.4.1 8.4.2 10.6.3.5	See goal 1. Also: (C) Law

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5.6.1.2 External costs and benefits (Cont.)						
9. The student knows ways that social institutions (customs, manners, groups, etc.) and processes may respond to externalities; (e.g., social and cultural norms, beliefs, and sanctions accompanying them discourage production-consumption activities recognized as socially harmful or costly; as people become newly aware of costs they're paying for others' activities, pressure groups form to expose offenses or inform public, use public opinion and social-psychological controls to punish or dishonor violators, re-inforce or reward non-violators, or those whose economic activities produce effects newly-recognized as socially-beneficial).	U H	K4 K7 K8	1 2 3 7	2 5		See goal 1. Also: (V) Communicating (V) Social morality (V) Freedom of speech (V) Freedom of assembly (V) Dissenting (V) Mores (V) Cultural beliefs (V) Educating (C) Social organization (C) Social change (C) Social control (C) Norms
10. The student knows that in a society based on private property, some of the social consequences of of private choices are assigned to those who make them, in the form of economic rights and liabilities they have as "owners" of the society's productive resources (e.g., one is entitled to royalties, wages, rent, interest, etc. for others' enjoyment or productive use of one's products or assets; owners of buildings may be liable for non-compliance with safety codes, for injuries others have suffered on the premises).	U H	G1 K2 K6	3 7	2 5	5.3.3 5.3.4 5.5 5.7.1	See goal 1. Also: (V) Ownership of property

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5.6.1.2 External costs and benefits (Cont.)						
11. The student knows that as societies become urbanized and highly industrialized, the spillover effects of their members' private choices tend to become larger and more significant (e.g., the "neighborhood" affected by a modern industrial operation can be the immediate community, the nation, the world).	U H	G2 K4 K6 K8	3 7	2 4 5	5.7.2.2	See goal 1. Also: (C) Urbanization (C) Industrialization (C) Mass society
12. The student knows problems created for modern societies by the fact that "owners" of productive resources and enterprises are primarily corporate stockholders, with limited liability for consequences of corporate activities.	U H	K3	7	5	5.5.1.1	See goal 1. Also: (C) Mass society
13. The student knows ways that residents of heavily industrialized communities or regions bear costs of factory operations or their by-products (e.g., effects of toxic and carcinogenic emissions).	U H	K3 K6 K8	7	2 5	5.8.2 5.8.5 6.3.7.4 6.4.3	See goal 1. Also: (C) Industrialization (C) Urbanization
14. The student knows ways that residents of communities or regions from which natural resources are extracted, or in which natural environments are altered by construction of hydroelectric dams, bear costs of modern industrial technology.	U H	K3 K6 K8	7	2 5		See goal 1. Also: (V) Knowledge of resources (V) Access to resources (V) Maintenance of resources (V) Preservation of resources

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5.6.1.2 External costs and benefits (Cont.)						
15. The student knows ways that economic, legal-governmental, and social institutions-processes of American communities are dealing with external costs of modern industrial technology.	U H	K3 K7	1 7 12	1 2 5	6.3.7 6.4.2 7.4.2.15 8.7.2.6 8.7.2.7 10.6.4.3	See goal 1. Also: (V) Inquiring (V) Communication (V) Participating (V) Cooperating (V) Planning (V) Freedom of speech (V) Freedom of inquiry (V) Equal protection under law (V) Mores (V) Policies
16. The student knows policies advocated by various economists or traditions of political economy as means of internalizing or controlling external costs of modern production-consumption activities.	U H	K3 K7	3 7 12	5	5.3.4	See goal 1.
17. The student is able to use appropriate economic data and constructs to analyze external costs and benefits of economic activities under study.	U H	P43	6 7	2 4 5	5.8	See goal 1.
18. The student is able to use appropriate economic data and constructs to analyze or evaluate proposed responses to externalities under study.	U H	P24 P43 P63	6 7	2 4 5	5.8	See goal 1.

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5.6.1.3 Income distribution						
1. The student knows vocabulary needed for study or analysis of income distribution problems.	U H	K1 K2	3 5	5		(V) Inquiring (V) Knowledgeability (V) Cultural knowledge (V) Cultural skills (V) Social responsibility (V) Productivity (C) Market
2. The student knows that the concept of private property, and legally-prescribed and assigned rights-liabilities of individuals as owners of productive resources (e.g., their own labor, land, capital) provide the basic framework for income distribution in a market-organized society.	U H	G1 K2 K6 K7	3 12	1 2 5	5.4.1 5.4.2 5.5.1 5.6.1.2 5.7.1	See goal 1. Also: (V) Ownership of property (V) Laws (C) Law
3. The student knows ways that the free operation of the fully competitive market was to achieve an equitable and efficient distribution of income in Adam Smith's classical model.	U H	G1 K2 K7	2 3	1 5	5.3.3 5.7.1	See goal 1. Also: (V) Rationality
4. The student knows ways that economic, political and social theorists of various periods defined or portrayed a desirable (just, efficient, socially productive, morally defensible) distribution of income among a societys' classes or members.	U H	K2 K3	2 3	2 5	5.3 8.5.4 8.5.5 10.2 10.3	See goal 1.

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5.6.1.3 Income distribution (Cont.)						
5. The student knows questions and problems posed by leading economists of various periods regarding income-distributing functions of market structures they saw evolving.	U H	K3	2 3		5.3.3 5.3.4	See goal 1.
6. The student knows assumptions, principles and propositions integral to major economic theories dealing with problems of poverty in market-organized societies.	U H	G1 K2 K3	2 3		5.3.3 5.3.4 5.6.2.1.2 5.7	See goal 1.
7. The student knows techniques or policies advocated by economic theorists of various periods or traditions in the evolution of modern industrial capitalism, to achieve the income distributions they considered socially productive, responsible, efficient, or just.	U H	K2 K3 K7	2 3 12	5		See goal 1. Also: (V) Policy (V) Policy-making (V) Problem-solving
8. The student knows income redistribution techniques and policies used in modern western societies.	U H	K2 K3 K7	2 7 12	5		See goal 1.
9. The student knows historic effects of particular income redistribution techniques on the market structures, productive organization, consumption or demand patterns, social structures, and/or political institutions of the nation(s) employing these techniques.	U H	K4 K6 K7 K8	2 7	5		See goal 1. Also: (V) Predictive validity (C) Interdependence (C) Social change

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5.6.1.3 Income distribution (Cont.)						
10. The student knows effects of a) organized labor and collective bargaining; b) government regulation of wages (minimum wage laws, etc.) and employment practices on modern income distribution problems.	U H	K4 K8	1 2 3 7	5	5.5.1.2 5.6.1.1 5.6.2.1.1 5.6.2.1.2	See goal 1. Also: (V) Insight (V) Objectivity
11. The student knows income distribution trends and patterns in contemporary American society (e.g., changes in proportions of population at various levels of personal income, in percentage of households with incomes below poverty level; distribution of personal annual income by occupational level or category, by age group, by ethnicity, by sex), as revealed by reliable statistical measures (e.g., federal government statistics).	U H	K3 K4	1 2 7	1 4	5.5.4.5 6.4.7 10.6.1 10.6.4.3.2	See goal 1.
12. The student is able to interpret accurately the income distribution data or relationships represented in conventionally-organized tables, charts, diagrams, or other graphic displays.	U H	P41	5 6	5	3.2 5.4.3	See goal 1.
13. The student is able to use appropriate economic data, principles and analytical constructs for study or analysis of contemporary income-redistribution techniques or programs (e.g., Social Security, public welfare programs, graduated income tax).	U H	P43 P63	6 7	5		See goal 1.

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5.6.1.3 Income distribution (Cont.)						
14. The student knows policies and programs advocated by various contemporary theorists, political-economic leaders, etc. as more efficient or equitable alternatives to existing income-redistribution programs (e.g., guaranteed annual wage).	U H	K3 K7	7	5		See goal 1.
15. The student is able to use appropriate economic data, principles and analytical constructs for evaluating proposed changes in American income-redistribution policies or programs.	U H	P24 P43 P62 P63		5		See goal 1. Also: (V) Adequacy as basis for action or decision (V) Predictive validity (V) Rationality

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5.6.2.1 Economic instability						
1. The student knows vocabulary needed for study or analysis of economic instability (e.g., instability, inflation, recession, depression, prosperity, fluctuation, price level, real income, unemployment, aggregate supply, aggregate demand, aggregate level of economic activity).	U H	K1 K2	3 5	5		(V) Knowledgeability (V) Inquiring (V) Cultural knowledge (V) Cultural skills (C) Economy
2. The student knows differences in micro- and macro- economic views of instability problems (e.g., micro focus on trade or business cycles and demand adjustments made by individual consumers, producers, etc., vs. macro focus on consequences for whole economy of millions of individuals making similar adjustments at the same time to the same set of market conditions).	U H	K2 K5 K6	3	5		See goal 1.
3. The student knows characteristics of prosperity, recession, depression and recovery periods (phases of an economic cycle).	U H	K2 K3 K4	3 5	5 7		See goal 1.
4. The student knows ways that a rise or fall in levels of financial and business investment spending may alter levels of employment, production, (total output of new goods and services), gross personal income, and consumer spending.	U H	G1 K4 K8	3	5 7		See goal 1.

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5.6.2.1 Economic instability (Cont.)						
5. The student knows ways that increases and decreases in overall spending for goods and services, and the anticipation of such changes, may alter investment spending patterns, and thus the levels of employment, production, income, and spending for goods and services that follow.	U H	G1 K4 K8	3	5 7		See goal 1.
6. The student knows the aggregate supply-aggregate demand relationship conventionally known as Says law (i.e. there cannot be an excess supply--a glut--of goods in the aggregate, since for every excess supply in one market there will be an equal excess demand in other markets).	H	G1 K2 K6 K8	3			See goal 1.
7. The student knows that when the "excess supply" and "excess demand" of Say's law are defined or interpreted to include money as a commodity, the proposition is known as Walrus' law, and is accepted as a general law of economics, being true at all points in time.	H	G1 K2 K6 K8	3			See goal 1.
8. The student knows premises and observations supporting the classic proposition that in the aggregate, supply creates its own demand.	H	G1 K2 K4 K8	3 7	5		See goal 1.

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5.6.2.1 Economic instability (Cont.)						
9. The student knows premises and observations supporting the Keynesian or "romantic" economists proposition that in the aggregate, demand creates its own supply.	H	G1 K2 K4 K8	3 7	5		See goal 1.
10. The student knows that contemporary macroeconomic theory incorporates propositions of classic and Keynesian (or romantic) theory into the framework of income-expenditure analysis.	H	G1 K2	3	5		See goal 1.
11. The student knows ways that modern macroeconomic theory relates functions of money to problems of economic instability.	H	G1 K2 K7 K8	3 7	5	5.3.4 5.4.3 5.5.3.1	See goal 1.
12. The student knows mathematical or statistical principles needed for interpretation of economic indicators, their movements and interrelationships.	H	G1 K2 K10	3 5 7	5	5.4 5.5.4.5	See goal 1.
13. The student knows principles and propositions of modern macroeconomic analysis needed for interpretation of sequential and cause-effect relationships among levels of prices, spending, incomes, employment, money supplies, etc.	H	G1 K2 K4 K8	3 7	5		See goal 1.

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5.6.2.1 Economic instability (Cont.)						
14. The student is able to use appropriate economic data and constructs for study or analysis of historic cycles or phases in the performance of the American or international market economy (e.g., particular cycles of prosperity, recession, recovery; the Great Depression).	H	P41 P43	6 7	5		See goal 1.

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5.6.2.1.1 Inflation						
1. The student knows basic characteristics of inflation (e.g., rising prices, too much money chasing too few goods; increase in spending that exceeds increase in real productive capacity).	U H	K2 K3	3 7	5		(V) Knowledgeabilit (V) Productivity (V) Stability (C) Economy
2. The student knows ways that inflationary pressures and trends are conventionally displayed on graphs, charts, etc.	U H	K2	5	5		See goal 1.
3. The student knows ways that inflationary pressures are conventionally identified or categorized (e.g., cost-push, demand-pull).	U H	K2 K5 K8	3 5 7	5		See goal 1.
4. The student knows distinctive features of galloping or runaway inflation and creeping inflation.	U H	K2 K4 K5	3 5 7	5		See goal 1.
5. The student knows factors contributing cost-push and/or demand-pull pressures to the inflationary creep of price levels of industrialized nations in the 1960's and '70s, as recognized by macroeconomic theorists (e.g., causes of "stickiness" of wages and prices in downward direction).	U H	K4 K6 K8	3 7	5		See goal 1.

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5.6.2.1.1 Inflation (Cont.)						
6. The student knows effects of inflation on real incomes or net assets of various categories or sectors of an economy's population (e.g., those living on fixed incomes; holders of notes, mortgages, etc.; wage-earners).	U H	K4 K8	3 7	5		See goal 1.
7. The student knows senses in which inflation acts as a tax.	U H	K2 K4 K8	3 7	5		See goal 1.
8. The student is able to use appropriate economic data and constructs for analysis of modern inflationary pressures or trends, their sources or possible consequences.	U H	P45	6 7	5		See goal 1.

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5.6.2.1.2 Unemployment						
1 The student knows that the term unemployment may refer to job-seeking members of the labor force, or to productive resources in general (labor, capital and land) that are not being utilized to supply markets, depending on the context in which it's used.	U H	K2	3 5	1 5		(V) Knowledgeability (V) Working (V) Productivity (C) Production (C) Economy
2. The student knows how unemployment is defined for statistical or national accounting purposes by the Department of Labor.	U H	K2	5	1 5	5.5.1.2	See goal 1.
3. The student knows distinctions among frictional, structural and cyclical unemployment.	U H	K2 K5	3 7	1 5		See goal 1.
4. The student knows determinants and consequences of frictional, structural, and cyclical unemployment.	U H	K4 K6 K8	3 5 7	1 5		See goal 1.
5. The student knows forces that work for more or less employment, as identified by macro-economic analysts and theorists (e.g., large-scale unemployment is generally caused by inadequate total demand).	U H	G1 G2 K4 K8	3 7	1 5		See goal 1.
6. The student knows major employment trends in the 20th century American economy. (e.g., changes in size, age distribution, sex distribution; distribution by primary, secondary, and tertiary sectors)	U H	K4 K6	1 2 7	1 5		See goal 1.

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5.6.2.1.2 Unemployment (Cont.)						
7. The student knows that the labor supply has income elasticity, so that when jobs are plentiful, the labor force expands as more women and youths seek work, and both employment and unemployment rise the same period of time.	U H	K3 K4 K6 K8	3 7	1 5		See goal 1.
8. The student knows that as the labor force increases, employment may rise while the unemployment rate remains relatively steady.	U H	K3 K4 K6 K8	3 7	1 5		See goal 1.
9. The student knows that shifts in aggregate demand bring about shifts in labor demand (e.g., from less labor-requiring tasks--agriculture, etc.--to more labor-using manufactures and highly labor-intensive services during 20th century U.S.	U H	K4 K6 K8	3 7	1 5		See goal 1.
10. The student knows that change in consumer product technology--demand-creating inventions such as TV--can create employment indirectly, not by inducing new consumer spending (only a shift in spending to the new product) but by generating investment spending (e.g., expansion of plants, new plants to manufacture new product; spillover effects on advertising, merchandising, repair occupations).	U H	K4 K6 K8	3 7	1 5		See goal 1.

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5.6.2.1.2 Unemployment (Cont.)						
11. The student knows ways that advances in industrial technology affect labor demands (e.g., raising potential output of an industry, with its present labor force, enables industry's production costs to decline or quality to improve so that actual demand for the product will increase, but not enough, usually, to avoid displacement of some proportion of workers).	U H	K4 K6 K8	3 7	1 5		See goal 1.
12. The student knows labor displacing technology does not diminish aggregate incomes--i.e. it shifts purchasing power into the hands of consumers and/or into profits--but can shrink employment in particular industries.	U H	G2 K4 K6 K8	3 7	1 5		See goal 1.
13. The student knows that labor-displacing technology can offset the unemployment created by its immediate introduction only if it induces sufficient investment to increase the volume of spending to a point where employment also rises.	U H	G2 K4 K6 K9	3 7	1 5		See goal 1.

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5.6.2.1.2 Unemployment (Cont.)						
14. The student knows major unemployment problems now occurring or anticipated in the American or world economic system, as identified and portrayed by contemporary macroeconomic analysts (e.g., increased displacement of labor occupied in services and administration as computer and related technology automates these previously labor-intensive fields).	U H	K3 K4	7	1 5		See goal 1.
15. The student is able to use appropriate economic data and constructs for study or analysis of current and projected unemployment problems.	U H	P45	6 7	1 5		See goal 1.

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5.6.2.1.3 Policies for economic stability (See also: 5.5.4.1 Economic powers of federal government; 5.6.2.3 International trade and financial policies)						
1. The student knows that monetary and fiscal policies are a national government's major tools for maintaining its economy's stability.	U H	G2 K2 K7	3 7 12	5		(V) Knowledgeability (V) Social responsibility (V) Productivity (V) Stability (V) Problem-solving (V) Policy-making (V) Planning (V) Tools
2. The student knows terms used by macro-economists and economic planners for key elements of policy and policy making (e.g., target, instrument).	U H	K2	5			See goal 1.
3. The student knows basic principles of economic policy formulation (e.g., one target, one instrument; two targets, two instruments).	U H	G1 K2 K9	3 4	5		See goal 1. Also: (V) Relevance (V) Predictive validity (V) Adequacy as basis for action or decision (V) Cultural knowledge (V) Cultural skills

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5.6.2.1.3 Policies for economic stability (Cont.)						
4. The student knows economic factors and relationships complicating--adding complexity to--economic policy decisions at national levels.	U H	K3 K6 K9	3 4 7	5	5.6.2.1	See goal 1.
5. The student knows monetary policies a national government may employ in the attempt to counter a) inflationary and b) recessionary trends or pressures.	U H	K2 K7	1 2 3	5		See goal 1.
6. The student knows fiscal policies a national government may employ in the attempt to counter a) inflationary and b) recessionary trends or pressures.						
7. The student knows ways that monetary and fiscal policies are combined for multiple targets (e.g., attempt at reducing domestic unemployment while containing rise in price level, maintaining pegged foreign exchange rate and foreign trade balance).						
8. The student knows ways that formal regulatory powers may be used by a national government as instruments for economic stability.						

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5.6.2.1.3 Policies for economic stability (Cont.)						
9. The student knows ways that political pressures may be used by a national government as instruments for economic stability (high-level conferences with union and corporate leaders regarding wage demands, prices in strategic industries; use of public media to influence popular opinion, bolster confidence of investors and consumer, etc.).	U H	K7	7	5		See goal 1.
10. The student knows monetary, fiscal and regulatory policies used to deal with particular phases or periods of American economic history.	U H	K3 K4 K7	1 2	5		See goal 1.
11. The student is able to use appropriate economic data and constructs for analysis of historic effects or consequences of particular policy combinations on: a) targeted sectors or indicators; b) other sectors or indicators; c) long term or overall levels of economic performance.	U H	P45	6 7	5		See goal 3.
12. The student knows policies or combination measures proposed as instruments dealing with current and projected problems with wages, prices, unemployment, etc.	U H	K4 K7	7	5		See goal 1.

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5.6.2.1.3 Policies for economic stability (Cont.)						
13. The student is able to use appropriate economic data and constructs for analysis of possible effects of proposed changes in national monetary, fiscal or regulatory policies.	U H	P45	6 7	5		See goal 3.

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5.6.2.2 Technological progress, economic growth (See also: 5.4.2.3 Economic efficiency; 5.5.4.5 National or social accounting; 6.4.3 Energy, resources and environment)						
1. The student knows terms and definitions needed for study or analysis of economic growth processes and problems.	I U H	K1 K2	3 5	5		(V) Knowledgeability (V) Productivity (V) Progress (C) Growth (C) Interdependence
2. The student knows that long-term growth momentum underlies the 8-10 year business cycles characteristic of modern economies; (i.e. while rate of growth is variable, cyclic pattern is function of the growth dynamic itself.	I U H	G2 K3 K4	1 2 3	5		See goal 1.
3. The student knows mathematical symbols and principles needed to interpret relationships of factors measured and expressed as GNP, growth rates, marginal capital-output ratios, variations in rate of expansion, the balanced growth equation, etc.	U H	K2	4 5	5		See goal 1.

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5.6 Economic problems
5.6.2 Macro-economic problems

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.6.2.2 Technological progress, economic growth (Cont.)						
4. The student knows major sources or causes of economic growth, including: a) increases in factor inputs (e.g., "extensive" investment--additions to society's total stock of capital year by year; additions to labor force as population increases; additions to "land" input through territorial expansion, imports of raw materials and energy sources, etc.). b) increases in productivity or efficiency of factor inputs (usually expressed in terms of labor productivity).	I U H	K3 K4 K8	3 7	1 5		See goal 1.
5. The student knows the four principal sources of increased labor productivity, including: a) increased skills and education; b) economies of large-scale production; c) deepening of capital; d) new technology.	I U H	K3 K8	3 7	1 5		See goal 1.

5. Economics
5.6 Economic problems
5.6.2 Macro-economic problems

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.6.2.2 Technological progress, economic growth (Cont.)						
6. The student knows ways that various aspects or elements of technological advance contribute to economic growth (e.g., demand-creating inventions spur investment and employment; labor-displacing inventions and innovations increase productivity; growth of knowledge through scientific research and development, changes in business organization and management techniques represent technological advance in broad sense, and increase productivity).	I U H	K3 K7 K8	3 7	1 5		See goal 1.
7. The student knows distinctions between potential and actual growth.	U H	K2 K5	3 5	5		See goal 1.
8. The student knows ways that economists measure a) potential growth rates; b) actual growth rates.	U H	K2	4 5	5		See goal 1.
9. The student knows that since investment increases both production capacity (or potential output) and income, the problem of balanced growth has to do with whether the net (new) investment for a period of time will raise incomes fast enough to buy all the output it creates, but not so fast as to exert inflationary pressures.	U H	G1 K2 K8	3 7	5	5.6.2.1	See goal 1.

5. Economics
5.6 Economic problems
5.6.2 Macro-economic problems

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.6.2.2 Technological progress, economic growth (Cont.)						
10. The student knows principles and/or formulas used to determine a rate of growth of investment that balances the growth of output (supply) and with the growth of demand-generating income.	U H	G1 K2 K7	3 4 7	5		See goal 1.
11. The student knows roles of government spending and monetary policies in maintaining balanced growth, or compensating for unbalanced growth, in the private sector (e.g., if expenditures fall short of amount needed to absorb potential output, policies can be aimed at raising the rate of investment, or at raising the rate of growth of all expenditures, public and private; if incomes are rising faster than output potential, policies are aimed at lowering the rate at which investment is increasing, and/or the rate at which government and consumer spending is increasing).	U H	K2 K4 K7	1 2 3 7	5	5.6.2.1.3	See goal 1.
12. The student knows reasons why continual expansion of markets, production and consumption capacities, etc. are generally accepted as integral to the functioning of a market economy.	U H	K7 K8 K9	1 2 3 7	5		See goal 1.

5. Economics
5.6 Economic problems
5.6.2 Macro-economic problems

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.6.2.2 Technological progress, economic growth (Cont.)						
13. The student knows premises, rationales, and measures used to identify or calculate monetary and non-monetary costs a society pays for its industrial and commercial "productivity."	U H	G1 K2 K6 K7	3 4 5 7	5		See goal 1.
14. The student knows various contexts in which limits of economic growth may be identified, defined, or measured.	U H	K2 K6	3 4 5 7	5		See goal 1.
15. The student knows ways that recognition of ecological limits, and redefinition of what constitutes an economic system's inputs and outputs, have called into question the long-held premise that accumulation of wealth is its own justification, or a rational goal of economic policy and organization.	U H	K4 K6 K8	1 2 4 7	5		See goal 1.
16. The student knows issues and problems regarding a stationary state as a rational social goal (e.g., even if output per capita remained stable, society could still be polluting; if wastes were greater than environment could absorb, real standard of living would decline).	U H	K3 K6	4 7	5		See goal 1.

5. Economics
5.6 Economic problems
5.6.2 Macro-economic problems

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.6.2.2 Technological progress, economic growth (Cont.)						
17. The student knows issues and problems regarding ecological balance as a rational goal of private and public economic decision-making.	U H	K3	3 4 7	5		See goal 1.
18. The student knows constructs, definitions, standard units, etc. emerging as ecologically valid alternatives to market and money-oriented applications of basic economic laws and principles of rational choice (e.g.,Boulding's use of spaceship earth concept, with production-consumption as throughput processes, taking materials from environment, converting them, returning them to environment; measurement of productivity, efficiency of these processes in terms of energy or material flows, rather than in flows of monetary values; redefinition of optimization, growth in terms of more and more utility from less and less materials, minimization of environmental damage).	U H	G1 K2 K4 K6 K8	3 4 7 12	5		See goal 1.
19. The student is able to use appropriate data and constructs for analysis or evaluation of contemporary problems of short and long term economic growth, or solutions proposed.	I U H	P24 P45 P63	6 7 12	5		See goal 1.

5. Economics
5.6 Economic problems
5.6.2 Macro-economic problems

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.6.2.3 International trade and financial policies (See also; 5.5.5 The International Economy; 5.5.5.1 Transactions; 5.5.5.2 Exchange rates; 5.5.5.3 Financial system; 5.5.5.4 Balance of payments)						
1. The student knows propositions debated by economists of various historic periods and schools of thought regarding the classic but unsettled issue of free trade vs. economic protection.	U H	K3 K4 K6	1 2 3 7			(V) Knowledgeabilit (C) Comparative advantage (C) Market
2. The student knows major problems and issues regarding balance of payment disequilibrium.	H	K3 K4 K6	1 2 3 7			See goal 1. Also: (C) Interdependence
3. The student knows policies conventionally implemented by national governments and/or international agencies to deal with disequilibrium in balance of payments.	H	G1 K2 K4 K6 K7	1 2 3 7			See goal 1.
4. The student is able to use appropriate economic data and constructs for analysis of historic or recent balance of payment problems, the policies implemented to correct them, and their effects.	H	P43	5 6 7			See goal 1.

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5. Economics

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.7 Comparative economic systems						
1. The student knows principles and purposes basic to comparative studies or to the selection of comparable subjects, data, elements, etc. in economic inquiry and analysis.	I U H	G1 K2 K9	3 4 12	5		(V) Knowledgeability (V) Cultural skills (V) Inquiring (V) Adequacy as basis for action or decision (V) Relevance (V) Logical consistency (V) Accuracy
2. The student knows dimensions along which similarities and differences in economic systems may be identified.	I U H	K2 K6 K9	3 4	5		See goal 1.
3. The student is able to detect distortions, inaccuracies, logical fallacies, etc. in statements or rationales that purport to compare economic systems (e.g.,uses of non-comparable subjects, data, illustrative cases; comparisons of one system's beliefs with another's behavior or performance).	I U H	P22 P23 P24 P45	6 7 10	5		See goal 1.
4. The student knows constructs or frames of reference used by economists for comparison studies of economies systems.	I U H	K2 K6	3 4 5 12	5		See goal 1.

5. Economics
5.7 Comparative economic systems

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.7.1 Capitalism						
1. The student knows fundamental assumptions or premises, and principal tenets or beliefs distinguishing capitalism as a system of socio and economic ideology.	U H	G1 K2 K3	1 2 3	2		(V) Knowledgeabilit (V) Cultural beliefs (V) Cultural skills (C) Economic system
2. The student knows legal institutions distributing formal economic roles (powers, duties, privileges, etc.) among governmental and non-governmental sectors or parties of a capitalistic nation-state.	U H	G1 K2 K6	1 2 3	2		See goal 1. Also: (C) Law (C) Government (C) Market
3. The student knows aspects of socio-economic organization determined by a) custom or tradition; b) command; c) market exchange in capitalistic economies under study.	U H	K3 K6 K7	1 2 3	2		See goal 1.
4. The student knows cultural settings, major contributors and works, and historic events or trends associated with the development of capitalistic beliefs, legal institutions, or economic practices.	U H	K1 K4 K6	1 2 6			See goal 1.
5. The student knows ways that contemporary structures and operations of capitalistic economies differ from their historic or theoretical "blueprints."	U H	K4 K5	1 2 6			See goal 1.

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5. Economics
5.7 Comparative economic systems
5.7.2 Socialism

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.7.2.1 Democratic Socialism						
1. The student knows fundamental assumptions or premises, and principal tenets or beliefs, distinguishing democratic socialism as a system of socio-economic ideology.	U H	G1 K2 K3	1 2 3			(V) Knowledgeability (V) Cultural beliefs (V) Cultural skills (C) Economic system
2. The student knows legal institutions distributing formal economic roles among governmental and non-governmental sectors or parties of a socialist democracy.	U H	G1 K2 K6	1 2 3			See goal 1. Also: (C) Law (C) Government
3. The student knows aspects of socio-economic organization determined by a) custom, or tradition; b) command; c) market exchange in socialist democracies under study.	U H	K3 K6 K7	1 2 3	2		See goal 1.
4. The student knows cultural settings, major contributors and works, and historic events or trends associated with the development of democratic socialist beliefs, legal institutions, or economic practices.	U H	K1 K4 K6	1 2 6			See goal 1.
5. The student knows ways that contemporary structures and operations of democratic socialist economies differ from their historical or theoretical "blueprints."	U H	K4 K5	1 2 6			See goal 1.

5. Economics
5.7 Comparative economic systems
5.7.2 Socialism

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.7.2.2 Marxian socialism						
1. The student knows assumptions or premises, and principal beliefs distinguishing Marxist socialism as a system of socio-economic ideology.	U H	G1 K2 K3	1 2 3			(V) Knowledgeability (V) Cultural beliefs (V) Cultural skills (C) Economic system
2. The student knows legal institutions distributing formal economic roles among governmental and non-governmental sectors, or parties in a Marxian socialist nation-state.	U H	G1 K2 K6	1 2 3			
3. The student knows aspects of socio-economic organization determined by a) custom or tradition; b) command; c) market exchange in Marxian socialist economies under study.	U H	K3 K6 K7	1 2 3			See goal 1.
4. The student knows cultural settings, major contributors and works, and historic events or trends associated with the development of Marxian socialist beliefs, legal institutions, or economic practices.	U H	K1 K4 K6	1 2 6			See goal 1.
5. The student knows ways that contemporary structures and operations of Marxian socialist economics differ from their historic or theoretical "blueprints."	U H	K4 K5	1 2 6			See goal 1.

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5. Economics
5.7 Comparative economic systems

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.7.3 Mixed economies						
1. The student knows distinguishing characteristics of mixed economies, as the term is used by economists.	U H	K2 K3	1 2 3			(V) Knowledgeability (C) Economic system
2. The student knows ideological, legal, and operational-structural characteristics of mixed economies under study.	U H	G1 K3 K6	1 2 3			See goal 1.
3. The student knows elements or aspects of socio-economic organization determined by a) custom or tradition; b) command; c) market exchange, in mixed economies under study.	U H	K3 K6 K7	1 2 3			See goal 1.
4. The student is able to use appropriate economic vocabulary, data, and principles for analysis or comparison of mixed economies and their problems.	U H	P43 P45	6 7			See goal 1.

5. Economics
5.7 Comparative economic systems

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.7.4 Third World Economics						
1. The student knows distinguishing characteristics of Third World economies.	U H	K?	1			(V) Knowledgeability
		K3	2			(C) Economic system
			3			
2. The student knows ideological, legal, and operational-structural characteristics of Third World economics under study.	U H	G1	1			See goal 1.
		K3	2			
		K6	3			
3. The student knows major political, cultural and geographic factors influencing the historic and current economic organization of Third World areas or countries under study.	U H	K4	1			See goal 1.
		K6	2			
		K8	3			
			7			
4. The student knows major economic goals and problems of planners, and populations in Third World economies under study.	U H	K3	1			See goal 1.
			2			
			7			
5. The student is able to use appropriate economic data, principles, and vocabulary for analysis or comparison of Third World economies and their problems.	U H	P43	6			See goal 1.
		P45	7			

5. Economics

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.8 Economics of current public issues						
1. The student knows ways that the "economic ways of thinking"--i.e., thinking in terms of opportunity costs, comparative advantage, demand adjustments, principles of rational choice, etc.--can help to clarify the dimensions of public issues, the alternatives for choice, and/or their implications.	U H	K2 K7	6 7	4	5.1.1 5.4.1.1 5.4.1.2 5.4.2.2 5.4.2.3	(V) Knowledgeability (V) Cultural knowledge (V) Cultural skills (V) Inquiry (V) Problem-solving (V) Decision making (C) Rationality (C) Choice
2. The student is able to use appropriate economic constructs and relevant data or evidence for analysis of public issues, or evaluation of alternative solutions.	U H	P24 P43 P62 P63 P64			1.1.3 2.6.2 2.6.3	See goal 1.

Editor's Note: See Appendix II

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5. Economics

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.9 Personal economics (personal finance)						
1. The student knows the terms and concepts associated with personal economics such as: resources, income, expenditure, credit, debt, profit, etc.	I U H	K1 K2	3 5	5		(V) Knowledgeability
2. The student is able to locate and use available public and private print and non-print materials dealing with Personal Finance and Personal Economics.	I U H	P41 P63	5 6	5		See goal 1. Also: (V) Resourcefulness

5. Economics
5.9 Personal economics (personal finance)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.9.1 Income						
1. The student knows that incomes are derived from three major sources: (1) payment for work, (2) property income, (3) transfer payments.	P I U H	K2 K3	1 2 3	5		
2. The student knows that true income (or real income) results from the adjusting of money income to price change.	U H	K3	1 2 3	5		

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5. Economics
5.9 Personal economics (personal finance)
5.9.1 Income

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.9.1.1 Finding a job (See: 11.4 Job search and employment)						
5.9.1.2 Job success (See: 11.3 Requirements and preparation)						

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5. Economics
5.9 Personal economics (personal finance)
5.9.1 Income

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.9.1.3 Employment laws						
1. The student knows ways that State and Federal Governments regulate, monitor and affect working conditions (e.g., setting a minimum wage standard, regulate time worked, child labor laws, retirement age, etc.).	I U H	K2	1 2 7	3 5		(V) Knowledgeability
2. The student knows ways state and Federal Governments protect the employee (e.g., safety regulations).	I U H	G1 K3 K9	1 2 3	5	5.5.4.2 5.6.1.1	See goal 1.
3. The student knows the definition and effect of 'Right-to-Work Laws' which exist in some states.	I U H	K2 K6 K8	1 2 7	5		See goal 1.
4. The student knows that State and Federal laws outlaw hiring and wage and advancement discrimination based on age, sex, race or religion.	I U H	G1 K9	1 2 7	5	5.6.1.1	See goal 1.
5. The student knows employment laws applying to occupations, employers, or other aspects of situations relevant to his or her career plans/ opportunities.	U H	G1 K2 K9	1 2 7 8			See goal 1.

5. Economics
5.9 Personal economics (personal finance)
5.9.1 Income

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.9.1.4 Unionization (See also: 5.5.1.2 Labor)						
1. The student knows that the union shop (a worker may be hired and join the union after thirty days), created by the Taft-Hartley Act, 1947, seeks to equalize the power of labor and management.	I U H	K1 K3	1 2	5		(V) Knowledgeability
2. The student knows that labor contracts frequently provide for automatic cost-of-living wage adjustments.	U H	K2 K3	1 2 7	5		See goal 1.
3. The student knows that unions are often the vehicle of collective bargaining between worker and management.	P I	K3	1 2 7	5		See goal 1.
4. The student knows that unions can provide benefits for the worker (e.g., job security, health care, vacations, wage increases, etc.).	P I U	K3	1 2 7	5		See goal 1.
5. The student knows that membership in unions involves definite responsibilities (e.g., dues, attendance at meetings, participation in activities such as strikes).	P I U	K3	1 2 7	5		See goal 1.
6. The student knows the effects of strikes on the worker, the economy, management and the union.	P I U H	K4 K8	1 2 7	5	5.6.1.2 5.6.2.1	See goal 1.

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5. Economics
5.9 Personal economics (personal finance)
5.9.1 Income

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.9.1.5 Income deductions						
1. The student knows that 'gross income' means that earned yearly or monthly before any deductions are made, and that 'net income' means that earned monthly or yearly after taxes, social security and other deductions are made.	P I U H	K2 K5	3	5		(V) Knowledgeability
2. The student knows procedures for obtaining a social security card.	I U H	K2	1 2 12	5		See goal 1.
3. The student knows the meanings of fixed income, fixed expenses, and disposable income.	I U H	K1 K2	3 7	5		See goal 1.
4. The student knows the principles and functions of retirement plans, retirement funds, social security funds, and unemployment funds.	I U H	K2 K7	3 12	5		See goal 1.
5. The student is able to determine the kind and amount of benefits or coverage he or she receives from paycheck deductions.	U H	P41 P42 P45	7	5		See goal 1.
6. The student is able to select voluntary deductions according to personally significant criteria.	U H	P42	8	2 5		See goal 1.
7. The student is able to locate and interpret data about economic or employment trends as needed to project personal income needs (e.g., employment statistics, cost of living indices).	U H	P24 P63	7 9	5		See goal 1.

5. Economics
5.9 Personal economics(personal finance)
5.9.2 Expenditures

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.9.2.1 Buying						
1. The student knows that disposable personal income is the income the household can spend (consumption) or save after paying personal taxes.	I U H	K2	1 2 3	5		(V) Knowledgeabilit
2. The student knows ways in which advertising influences the sale of goods and services.	P I U H	K8	3 7	2	5.4.1.6 5.4.2.2 10.5.3.4	See goal 1.
3. The student knows the difference between durable goods such as furniture, household appliances, autos, or books, and nondurable goods such as foods, clothing, medicines, gasoline.	P I U H	K2 K5	3 5	5		See goal 1.
4. The student is able to use consumer information in purchasing (e.g., read labels, understand unit pricing, compare prices).	P I U H	P41 P43 P65	5 9	2 5		See goal 1. Also: (V) Judgment
5. The student knows ways to avoid impulse buying (e.g., making only planned purchases; knowing one's emotional moods when shopping; avoiding shopping during periods of stress, crisis, or loneliness).	P I U H	K7 K8	7 8 9	2 5		See goal 1. Also: (V) Self-knowledge (V) Self-discipline (V) Decision-making
6. The student knows procedures for planned purchasing (e.g., knowing long and short term goals, using a shopping list, watching for sales).	P I U H	K7	7 8 9	2 5		See goal 1. Also: (V) Responsibleness (V) Resourcefulness (V) Decision-making

5. Economics
5.9 Personal economics (personal finance)
5.9.2 Expenditures

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.9.2.1 Buying (Cont.)						
7. The student knows factors influencing the purchase of a "bargain" (e.g., original price, costs of upkeep and repair, opportunity costs, quality of product, understanding of terms such as "sale," "clearance," and "liquidate").	P I U H	K8 K9	7 8 9	2 5		See goal 1. Also: (V) Judgment (V) Responsibleness (V) Decision-making
8. The student knows provisions which are stated in a warranty or guarantee (e.g., period of protection, extent of coverage, exceptions and conditions, responsibility of repair or replacement, protection offered).	P I U H	K2 K3	7 8 9	2 5		See goal 1. Also: (V) Security (V) Responsibleness
9. The student knows factors that determine prices.	P I U H	G1 K4 K6 K8	3 7	5	5.4.1 5.4.2.2 5.5.3 5.6.2.1	See goal 1. Also: (C) Market
10. The student knows factors which affect buying decisions.	P I U H	G1 K8 K9	3 7	5	5.4.1.1 5.4.1.2 5.4.1.3 5.4.1.6 5.4.2.2	See goal 1. Also: (C) Choice
11. The student knows various consumer protection agencies (e.g., American Council on Consumer Interests, Better Business Bureau, Major Appliance Consumer Action Panel, Legal Aid Society).	I U H	K1 K3	1 2 6	5		See goal 1.

5. Economics
5.9 Personal economics (personal finances)
5.9.2 Expenditures

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.9.2.1 Buying (Cont.)						
12. The student knows ways to insure protection against fraudulent practices (e.g., identifying deceptive practices, using safeguards when buying, knowing how to complain or seek other recourse).	I U H	K2 K7	10	5		See goal 1. Also: (V) Competence (V) Judgment (V) Resourcefulness
13. The student knows features of federal and state consumer legislation (e.g., Federal Food, Drug and Cosmetic Act; Fair Packaging and Labeling Act; Consumer Protection Act; licensing regulations).	I U H	K2 K3	7	5		See goal 1.
14. The student knows that the purpose of advertising is to inform people about specific goods and services and to encourage their purchase.	P I	K7	3	5	5.4.1.6	See goal 1.
15. The student is able to detect deceptive and fraudulent advertising.	P I U H	P22 P47	6 7	5		See goal 1. Also: (V) Judgment (V) Insight (V) Competence
16. The student knows alternatives open to consumers interested in preventing or correcting advertising abuses (e.g., reports to or participation in consumer interest groups; Better Business Bureau; legal remedies; social action).	I U H	K7	6 10	5		See goal 1. Also: (V) Participating (V) Responsibleness

5. Economics
5.9 Personal economics (personal finances)
5.9.2 Expenditures

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.9.2.1 Buying (Cont.)						
17. The student knows resources available that provide information about the quality of a product (e.g., Consumer Guides).	P I U H	K1 K6	6 12	5		See goal 1. Also: (V) Resourcefulness (V) Communicating

5. Economics
5.9 Personal economics (personal finance)
5.9.2 Expenditures

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.9.2.2 Credit (See also: 5.5.3.3 Credit and capital)						
1. The student knows vocabulary needed for comprehension, study or analysis of consumer credit situations.	I U H	K1 K2	3 5 10	5		(V) Knowledgeabilit
2. The student knows that credit allows acquisition now of goods and services one will pay for at a later date, along with credit costs.	I U H	K2	3	5		See goal 1.
3. The student knows that "true interest" is the total price paid for the use of credit: the amount above the initial loan (principal) that a borrower ultimately pays the holder of the loan or credit account to retire the debt(s) incurred.	I U H	K2	3	5		See goal 1.
4. The student knows major types of credit costs a consumer loan, charge account, etc. may legally specify (e.g., interest on principal; service charges).	I U H	K2 K5	3 5 9	5		See goal 1.
5. The student is able to compute true interest or credit costs.	I U H	P35	5 6 9 10	5	3.2	See goal 1. Also: (V) Competence (V) Accuracy
6. The student knows major types of loans, credit plans, etc. available to consumers (e.g., home mortgages, remodeling loans; personal loans, auto loans, charge accounts; installment-plan contracts).	I U H	K2 K7	1 5 9	5		See goal 1.

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5. Economics
5.9 Personal economics (personal finance)
5.9.2 Expenditures

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.9.2.2 Credit (Cont.)						
7. The student knows contract terms distinguishing varieties of consumer or personal credit plans and loans (e.g., open and revolving charge accounts; scholarship loans; mortgages and home improvement loans; debt consolidation loans).	U H	K2 K5 K9	1 6 9	5		See goal 1.
8. The student knows agencies supplying financing (credit) for investment and consumer purchases in which he or she may be involved.	U H	K1 K2 K6	1 6 9	5		See goal 1.
9. The student knows advantages and disadvantages of different types of loans or credit plans for particular types of purchases and borrower-buyers.	U H	K6 K8	6 9	5		See goal 1.
10. The student knows procedures and forms conventionally involved in applying for a loan or credit account in one's own name.	I U H	K2 K9	1 6 9	5		See goal 1.
11. The student is able to complete standard and legally-approved forms for credit or loan applications, confidential financial statements, etc.	I U H	P66	5	5		See goal 1. Also: (V) Accuracy (V) Competence (V) Resourcefulness
12. The student knows ways that consumer credit applications are conventionally processed for approval or denial.	U H	K2 K7	1 6	5		See goal 1.

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5.9 Personal economics (personal finance)
5.9.2 Expenditures

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.9.2.2 Credit (Cont.)						
13. The student knows ways that consumer credit records are compiled, stored and used.	U H	K2 K6 K7	1 6 7 10	5		See goal 1.
14. The student knows laws regulating consumer credit markets, transactions, instruments, or information systems under study.	U H	G1 K2 K9	1 6 7 10	5		See goal 1.
15. The student knows procedures and agencies involved in the collection of consumer debts, enforcement of credit contracts, etc. (e.g., roles of accounting and collection departments of businesses, of private collection agencies, of various courts and their agents).	U H	K1 K2 K6 K7	1 6 7			See goal 1.
16. The student knows sources of aid to consumers with credit problems (e.g., non-profit organizations such as Consumer Credit Counseling Service).	U H	K1 K6	1 6			See goal 1.
17. The student knows the nature and functions of bankruptcy provisions and procedures in his or her state.	U H	K2 K3 K7	1 3 7			See goal 1.
18. The student knows ways to establish and maintain personal credit worthiness.	I U H	K2 K7	3 6 9 10		5.9.2.3	See goal 1. Also: (V) Access to resources (V) Responsibleness

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5.9 Personal economics (personal finance)
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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.9.2.2 Credit (Cont.)						
19. The student is able to use appropriate data and principles for evaluation of credit buying opportunities.	U H	P24 P47 P62	6 9 10	2	5.4.1 5.4.2.2	See goal 1. Also: (V) Competence (V) Self-direction (V) Self-discipline (V) Judgment (V) Rationality

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5.9 Personal economics (personal finance)
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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.9.2.3 Budgets						
1. The student knows that a budget is conventionally defined as a tool for economic planning.	P I U H	K2	3	5		(V) Planning (V) Rationality (V) Responsibleness (V) Efficiency (V) Competence (V) Self-reliance (V) Self-discipline
2. The student knows that a budget is a systematic approach to planning future spending, saving, and investing of income.	I U H	K2 K3	3 9 10 12	5		See goal 1.
3. The student knows conventional methods of preparing a budget.	P I U H	K2 K7	6 9 12	5		See goal 1. Also: (V) Resourcefulness
4. The student knows ways that keeping records of personal income, savings, and expenditures enables realistic planning and revision of personal and family budgets.	P I U H	K8 K9	9 10 12	2		See goal 1. Also: (V) Adequacy as basis for action or decision
5. The student knows items commonly covered in personal or family budget planning.	P I U H	K2	1 2 6 9	2 5		See goal 1.
6. The student knows vocabulary and instruments useful for personal or family budget planning (e.g., terms for types of expenses; conventional budgeting forms, devices).	P I U H	K2	6 9	5		See goal 1. Also: (V) Resourcefulness

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5.9 Personal economics (personal finance)
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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.9.2.3 Budgets (Cont.)						
7. The student is able to prepare and maintain a personal budget.	I U H	P36 P65	9	4 5		See goal 1.
8. The student knows that the budgets of families of equal size and income will vary because of differing values, habits, judgments and circumstances.	I U H	G2	3	5		See goal 1. Also: (V) Diversity

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5.9.3 Banks and savings

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.9.3.1 Commercial Banking (See also: 5.5.3.2 Commercial banks and Federal Reserve; 5.5.5.1 Transactions)						
1. The student knows the services which banks provide for personal financial management (e.g., hold deposits, provide checking services, make loans).	P I U H	K2 K7	1 2	5		(V) Knowledgeability
2. The student knows features distinguishing major types of bank accounts.	P I U H	K3 K5	1 2	5		See goal 1.
3. The student knows distinctions among major types of commercial banks (e.g., full service banks, savings and loan banks).	I U H	K2 K5	1 2 3	5		See goal 1.
4. The student knows procedures for opening personal checking and savings accounts.	I U H	K2 K7 K9	1 2 9	5		See goal 1.
5. The student knows procedures for managing or maintaining personal checking and savings accounts.	I U H	K2 K7 K9	9 10 12	5		See goal 1. Also: (V) Competence (V) Responsibleness (V) Efficiency (V) Access to resources
6. The student is able to open and manage a personal bank account.	I U H	P65	9 10 12	5		See goal 5.

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5.9 Personal economics (personal finance)
5.9.3 Banks and savings

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.9.3.1 Commercial Banking (Cont.)						
7. The student knows requirements for the chartering of banks by state or federal government (e.g., basis of character and ability of the applicants, need for a bank in the area, and amount needed for a capital stock fund).	U H	G1 K9	1 2 3 7			See goal 1.
8. The student knows laws regulating depositor-bank relations or transactions (rights, duties, liabilities, etc.) in his or her state.	U H	G1 K9	1 2 7			See goal 1.
9. The student knows roles of commercial banks in financing credit-card accounts, time-payment contracts, or other credit transactions between consumers and sellers of real goods or services.	U H	K6 K7	1 2 7		5.5.3.3 5.9.2.2	See goal 1.

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5.9 Personal economics (personal finance)
5.9.3 Banks and savings

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.9.3.2 Investments and insurance						
1. The student knows that savings and investments may be used to meet short and long term goals and needs.	I U H	K7	3	2 5	3.1	(V) Knowledgeability (V) Planning (V) Self-reliance (V) Access to resources
2. The student knows criteria for the selection of savings, investment and insurance plans.	I U H	K9	6 9	5		See goal 1. Also: (V) Judgment
3. The student knows why investing money is important.	P I U H	K6 K8 K9	3 7 9 12	2 5	5.5.3	See goal 1.
4. The student knows common types of family investment (e.g., savings accounts, insurance; buying a home, government bonds, education).	I U H	K5	1 2	2 5		See goal 1.
5. The student knows advantages and disadvantages in investing in a home.	U H	K6 K8	6 7 9	2 5		See goal 1.
6. The student knows ways to invest in corporate securities (stocks and bonds).	U H	K2 K7	6 9 12	5		See goal 1.
7. The student is able to distinguish between "investment" and "speculation."	U H	P45	6 7 9	5	5.4.1.6	See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.9.3.2 Investments and insurance (Cont.)						
8. The student knows investor risks, rights, liabilities, etc., distinguishing specific types of investments (e.g., corporate stocks vs. bonds vs. savings deposits).	U H	K2 K5	1 2 3 6	5		See goal 1.
9. The student knows sources, uses and costs of investment counseling.	U H	K3 K6 K8	6	5		See goal 1.
10. The student knows principles and functions of insurance (e.g., investment in protection against specific economic losses, liabilities, "shared risk" idea).	I U H	G1 K2 K7	1 2 3	2 5		See goal 1.
11. The student knows the vocabulary associated with insurance (e.g., insured, policyholder, underwriter, insurable interest, comprehensive policy, beneficiary).	U H	K1 K3	5	5		See goal 1.
12. The student knows specific functions of various types of insurance.	U H	K2 K7	1 2 3 9	5		See goal 1.
13. The student knows types of information provided on an insurance policy form (e.g., coverage, exclusions, benefits, premium amount).	U H	K2 K3	5 8	5		See goal 1.
14. The student is able to read an insurance policy.	U H	P41	5 8	5	3.1.1	See goal 1.

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5.9 Personal economics (personal finance)
5.9.3 Banks and savings

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.9.3.2 Investments and insurance						
15. The student is able to fill out forms conventionally used in insurance transactions (policy application, claim, etc.).	U H	P66	5	5		See goal 1.
16. The student knows advantages and disadvantages of different types of insurance policies or plans for people in varying circumstances.	U H	K8	7 10	4 5		See goal 1.
17. The student knows ways in which insurance is financed, priced, sold and regulated (e.g., functions of corporations, agencies, agents; investment practices, rating systems; federal and state laws).	U H	K2 K7	1 2 3 7	5		See goal 1.
18. The student knows current issues related to investment or insurance systems or laws.	U H	K3	7 10	5		See goal 1.
19. The student is able to use appropriate economic data and constructs for analysis of issues involving investments or insurance.	U H	P43	7 9	5		See goal 1.

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5.9 Personal economics (personal finance)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.9.4 Taxes (See also: 5.5.4.1 Economic powers of federal government; 5.5.4.3 Taxation)						
1. The student knows kinds of taxes paid directly by individuals as income-earners, property owners, consumers, etc. (e.g., federal and state taxes on personal income; state and local taxes on real property; gasoline, luxury, excise taxes; state sales taxes).	I U H	K1 K2 K5	1 2 3 10	2 5		(V) Knowledgeability (V) Social responsibility (V) Responsibleness (V) Security
2. The student knows roles of various governmental branches and agencies in tax operations affecting family or personal income, property or purchases (e.g., agencies levying, collecting taxes, enforcing tax laws).	I U H	K2 K6 K7	1 2 3 10	5		See goal 1. Also: (V) Participating (C) Law (C) Government
3. The student knows payment times, rates, plans, instruments and forms currently applicable to classes of taxpayers of which he or she may be a member.	U H	K2 K9	1 2 6 10	2 5		See goal 1.
4. The student knows types of receipts, accounts, or other records individuals or families should keep for purposes of preparing and/or documenting tax payment forms.	U H	K3 K9	2 7 9	5		See goal 1.
5. The student knows vocabulary needed to interpret and follow tax-related regulations, forms, or instructions.	U H	K1 K2	5 10	5		See goal 1.

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5.9 Personal economics (personal finance)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
5.9.4 Taxes (Cont.)						
6. The student is able to prepare a personal income tax return.	U H	P65 P66	5 9 10 12	5	3.1.2 3.2	See goal 1.
7. The student is able to organize personal or household records for efficient access to tax-related data and documents.	U H	P65	9 12	5	2.3	See goal 1.
8. The student knows sources of current and accurate information about tax laws, forms, procedures, etc. by which he or she may be directly affected.	U H	K1 K2 K6	6 12	5	2.1.2	See goal 1.
9. The student knows sources, costs, and uses of professional aid or consultation regarding personal or household tax problems.	U H	K2 K3 K6	6 9 12	5	2.1.2	See goal 1.

6. Geography

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.1 Geographic orientations						
1. The student knows ways in which the word geography may be interpreted or used in various contexts (e.g., as name of a science; as the physical characteristics of a place or area-landforms, climate, location with respect to other features or places, etc.).	P I	K2	3			
2. The student knows reasons why geography may be considered a physical science, a social science, or both.	I U H	K2	3			
3. The student knows principal approaches to the organization of geographic studies and findings, including: regional (investigating the world area by area, or by types of areas; compiling information about their distinguishing characteristics) topical-systematic (investigating the world topic by topic; compiling information about types of things that occur in general, and their subtypes around the world).	I U H	K2	3			
4. The student knows that modern geographic research focuses not only on the collection of accurate data about the state of things on the earth's surface, but on the dynamics of human-environmental interaction.	I U H	G2 K3 K7	3	1		

6. Geography

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.1 Geographic orientations (Cont.)						
5. The student knows agencies, professions, or institutions conducting geographic research of various kinds, and the materials in which their findings are made available to the public.	P I U H	K2	6	1		(V) Knowledge of resources

6. Geography
6.1 Geographic orientations

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.1.1 Basic concepts (See also: 2.1.1 Perceiving, experiencing)						
1. The student knows that geographic concepts are words used to organize ideas and to communicate information about the space around us and what's where in it; i.e. to represent spatial relationships among elements of our environment.	P I U H	K2	3			(C) Spatial relationships
2. The student knows meaning of common terms used to describe where things are in relation to each other (e.g. near, next to, under, over, behind).	P I	K1 K2 K6	3 5			(C) Spatial relationships
3. The student knows that people can only measure or describe where things are by using (referring to) something fixed and known; (e.g. how far means how to and from someplace; which way means which way from someplace).	P I U	G1 K3	3 5			(C) Spatial relationships
4. The student knows various ways that people may communicate about, describe or measure distance, including: standard units-(miles, kilometers, etc.); subjective comparison (about as far as the store); functional distance (an hour's drive).	P I U H	K2	3 5			(C) Spatial relationships

6. Geography
6.1 Geographic orientations

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.1.1 Basic concepts (Cont.)						
5. The student knows various ways that people may communicate about, describe or measure direction, including: standardized compass points; angular degrees; use of positional words with reference to objects or landmarks (toward the mountain) use of up, down, left, right, etc.	P I U H	K2	3 5			(C) Spatial relationships
6. The student knows ways that people may establish or identify positions of things on the earth's surface, depending on the exactness or generality appropriate to their purposes (e.g., giving distance, direction from known landmark; giving co-ordinates-latitude-longitude, names of cross-streets, LORAN position, etc; using positional words with reference to known landmark-"across from the store"; marking a map).	P I U H	K2 K6	3 5			(C) Spatial relationships
7. The student knows that concepts useful for organizing information about spatial relationships among geographic factors include: location, distribution, association, movement, pattern, scale.	I U H	K2 K6	3 5			(C) Spatial interaction
8. The student knows that the concept of location involves identification of a position which may be defined only in relation to other things.	I U H	G1 K2 K6	3 5			

6. Geography
6.1 Geographic orientations

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.1.1 Basic concepts (Cont.)						
9. The student knows that location, as a geographic concept, involves not only a mathematically-described position but the position of a feature in relation to other features (e.g. a city's location with respect to the location of transportation routes and barriers, raw materials, water sources, etc.).	I U H	K2 K6	3			See goal 1.
10. The student knows that Location Theory combines economic, urban, and transportation geography with elements of sociology in the attempt to explain individual locations and the location and land patterns of all human activities.	U H	K2 K6 K7	3			See goal 1.
11. The student knows that Location Theory deals with man-environment interactions both behaviorally (detailed study of factors affecting choice of location by individuals and organizations) and normatively (constructing methodology for decision making so as to optimize location choices).	U H	G2 K6	3			See goal 1.
12. The student knows ways in which the statistical or mathematical concept of distribution is applied to geographic studies (e.g. distribution of particular species, landform, etc. means where on earth its found, in what numbers; density per unit space; frequency of association with other variables).	I U H	K2 K6 K7	3			See goal 1. Also: (C) Distribution

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6.1 Geographic orientations

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.1.1 Basic concepts (Cont.)						
13. The student knows that association as the concept is used in geography, refers to factors or variables found together (e.g. different species that occupy the same habitat).	I U H	K2	3			See goal 1. Also: (C) Areal Association
14. The student knows ways in which the concept of movement applies to the study of geography.	I U H	K3	3			(C) Spatial interaction
15. The student knows meanings of the term pattern, as the concept is used in geography, (repeating or characteristic arrangements, distributions, association, etc.).	I U H	K2	3			
16. The student knows ways in which the concept of scale is used in representing geographic information (e.g. making a map to scale: shrinking the size but retaining the proportions).	I U H	K2 K7	3 5			
17. The student knows meanings of concepts which may be used in defining focus of a geographic inquiry, including: region, boundary, element, element complex, variable, system.	I U H	K2 K3	3			(C) System
18. The student knows meanings of concepts that relate humans and the earth in terms of time as well as space, including: interaction, change, interdependence, adaptation.	I U H	K2 K3	3			(C) Adaptation (C) Change (C) Interdependence
19. The student knows that physical forces (including humans) have brought continuous change to the face of the earth.	P I	G1 K4 K6	1 2 3			(C) Change

6. Geography
6.1 Geographic orientations

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.1.1 Basic concepts (Cont.)						
20. The student knows ways in which concepts and principles of ecological systems may be applied to the study of geography (e.g., cultural ecology; seeing humans as integral parts of, or interdependent with natural systems, rather than emphasizing "separateness", or nature as scenery, raw materials, the stage for human activity).	P I U H	K2 K7	3 4			(C) System (C) Interdependence
21. The student knows meanings of the concept of spatial interaction, as used in geographic analysis of system dynamics (e.g., movement or redistribution of elements with respect to each other; types, causes and effects of change within systems).	U H	K2 K6	3			(C) Spatial interaction (C) Ecology
22. The student knows meanings of terms used in spatial interaction analysis (e.g., connectivity, flow, network, information, transportation, closed and open systems, maximization, atmospheric changes).	U H	K2 K7	3			(C) Spatial interaction
23. The student knows ways in which graphs, charts, and models are used to convey information about spatial interactions.	I U H	K2 K7	5		6.1.3.2 6.1.3.3	
24. The student is able to construct an appropriate flow chart or other graphic device, model, etc. to represent spatial interactions of elements studied.	I U H	P67 P75 P76	5			

6. Geography
6.1 Geographic orientations

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.1.2 History of geographic thought						
1. The student knows that people's ways of thinking about and picturing the earth's structure, composition, people's place in the universe, etc. have varied from culture to culture, and changed over time within cultures.	P I U H	G2 K6	1 2			(V) Cultural knowledge
2. The student knows world views characterizing various cultures or civilizations, as represented by maps, myths and legends, architectural remains, or other significant evidence.	P I U H	K2 K6	1 2			(V) Cultural knowledge (V) Cultural belief
3. The student knows societal institutions or figures to which people of various cultures and times have looked as authorities on what we call geography, including: religion (shamans, tribal elders, scholar-priests); military leaders, chroniclers, explorers: philosophers-mathematicians; science and scientists in universities, government agencies.	I U H	K3 K7	2 3			(V) Cultural knowledge
4. The student knows that the adoption of certain geographic theories as orthodox or true by different cultures at different times depends on many factors, including availability of data, level of technological development, and the value systems of the cultures.	P I U H	G2 K3 K9	2 3			

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6. Geography
6.1 Geographic orientations

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.1.2 History of geographic thought (Cont.)						
5. The student knows contributions to development of geographic studies by early geographers such as Herodotus, Ptolemy, Eratosthenes, Ibn Batuta, Edrisi, Ebn Khaldun, Mercator, and Varenious.	I U H	K1 K3	2			(V) Cultural knowledge
6. The student knows major historic geographic theories, the scholars associated with them, and the ways in which they may have reflected and influenced cultural values and world views.	I U H	K2 K4 K6	2 3 4	1		(V) Cultural knowledge
7. The student knows technological economic and political factors associated with the emergence of geography as a science in western civilization.	I U H	K3 K4 K6	2 4			(V) Cultural knowledge
8. The student knows major scholars, theories, or discoveries associated with the development of geography as a science in Western civilization.	I U H	K1 K2 K4	2 3 4	1		(V) Cultural knowledge
9. The student knows major trends or schools of thought in modern geographic analysis, and the objectives or methods of inquiry characteristic of each (e.g., Location Theory, Game Theory, System Theory, Environmental Perception studies).	I U H	K2 K4 K6	2 3 4			
10. The student knows concepts and propositions integral to current theories which emphasize world-wide cooperation in the management of human environmental interactions.	I U H	K2	3 4			(V) Cooperating (C) Interdependence

6. Geography
6.1 Geographic orientations

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.1.2 History of geographic thought (Cont.)						
11. The student knows that new geographic data, accumulated with increasingly sophisticated measurement technology, gives rise to new theories; and that new theories require new data to support or disprove, requiring yet more sophisticated instruments and techniques.	I U H	G2 K4	4			

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.1.3.1 Classification systems						
1. The student knows that in a geographic classification system, standard terms for qualities or components of the environment as we know it are used as headings and sub-headings, arranged to show relationships existing among the real things referred to by each of the terms.	I U H	G2 K2 K5	3 5			
2. The student knows reasons for the importance of conventional or standardized systems for classifying geographic information (e.g., volume, scope and detail of information accumulated about face of earth, human-environmental interaction; value to geographers, other scientists, students, public of having common vocabulary, logical and comprehensive framework to structure compilation, analysis, reporting, and retrieval of information about variety of subjects included in geography).	I U H	K5 K9	3 4			(V) Tools/ technology
3. The student knows distinctions conventionally made between "physical" and "cultural" as major categories of geographic subject matter.	P I U H	K5	3			
4. The student knows distinctions between "regional" and "topical systematic" schemes for classifying geographic subject matter (e.g., organization by spatial area vs. organization by topic; differences in ways major headings are related to each other, to their sub-heading).	P I U H	K5	3 6			

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.1.3.1 Classification systems (Cont.)						
5. The student knows that professional geographers and their studies may be "typed" (categorized, labeled, classified) by subject matter (e.g., physical vs. cultural geographers, studies) and/or by the classification scheme used to organize data collection, analysis, and reporting (i.e., regional vs. topical or systematic geographers, studies).	I U H	K2 K5 K9	4 6			
6. The student knows terminology and structure of regional classification schemes used in texts, reference materials, etc., as appropriate for finding and comprehending needed information.	I U H	K2 K5	6			
7. The student knows terminology and structure of topical-systematic classification schemes used in texts, reference materials, etc., as appropriate for finding and comprehending needed information.	I U H	K2 K5	6			
8. The student knows ways in which the terminology and structure of regional typologies (classification schemes) are used to organize information in other physical and social sciences.	I U H	K5 K7	6			

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.1.3.1 Classification systems (Cont.)						
9. The student is able to use regionally-organized reference materials (atlases, textbooks, etc.) and aids (tables of contents, indexes, directories, etc.), as appropriate for personal and academic inquiry.	I U H	P41 P63	6		2.1.2	(V) Knowledge of resources (V) Inquiring
10. The student knows that topical-systematic classifications incorporate terms and categories used to organize the subject matter of many other - often more specialized - disciplines (e.g., physical geographers classify climates as climatologists do, ocean features as oceanographers do; modes of agriculture and of manufacturing are classified the same way by cultural geographers, cultural anthropologists, economists).	I U H	G2 K5	5 6			

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.1.3.2 Maps (Cartography)						
1. The student knows the location and use of print and non-print materials related to cartography (e.g., card catalog: "Map Drawing," "Maps"; Reader's Guide: "Cartography," "Cartographic Use," "Maps, Aerial," "Maps, Early"; periodical: Journal of Geography; area and building audio-visual catalogs; "Cartography"; special materials; U.S.G.S. topographic maps, aerial photographs-stereoscopic, surveyor's tools, pamphlets from NASA, Oregon Geographer).	I U H	K6	6			(V) Knowledge of resources (V) Inquiry
2. The student knows that throughout history, maps have been the major means of recording, interpreting, and communicating geographic information.	P I U H	G2 K7	2 3			
3. The student knows reasons for development of maps and mapping procedures including: (1) need to know where one is, (2) need to know where other things are, (3) need to know routes or available passageways from one location to another, (4) need to store and communicate data.	P I U H		2 3 4			(V) Tools (V) Models (V) Symbols
4. The student knows the historical development of geographic data collection and mapping including: development of tools and instruments, changing theoretical orientations, and major contributors (Aristotle, Mercator, et. al.).	P I U H	K2 K4 K6	2 4			

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.1.3.2 Maps (Cartography) (Cont.)						
5. The student knows that historic map projections and cultural world views are often interrelated.	I U H	G2 K6	3			
6. The student knows the conventional point, line, and area symbols which are used to represent qualitative and quantitative distributions in mapping (e.g., distribution of population, of rainfall).	P I U H	K2 K6	5			
7. The student knows standard systems of naming and enumerating coordinates, including: latitude, longitude; township, range; and their subclassifications (minutes, seconds; sections, quarter-sections).	I U H	K1 K2 K6	5			
8. The student knows that a place or site is located on a map or globe representing the earth's surface by degrees north or south of the equator--latitude--and east or west of the prime meridian--longitude.	I U H	K1 K2 K6	5			(C) Spatial relationships
9. The student knows that locations on the moon are identified through use of the same system of latitude-longitude measurements that is used for earth locations.	I U H	K2 K6	5			
10. The student knows the relationship of time zones to conventional longitudinal units of measurement.	I U H	K2 K6	3 5		6.2.1.2	(C) Dimensional relationships

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.1.3.2 Maps (Cartography) (Cont.)						
11. The student knows ways in which vertical distances may be represented on topographic or contour maps (e.g., contour lines, shaded or colored relief, or 3-dimensional construction).	P I U H	K2 K6	5			
12. The student knows ways in which the legend may be used in encoding and decoding maps.	P I U H	K2	5			
13. The student knows ways in which cartography is interrelated with mathematical representations, theories, and procedures (e.g., use of coordinates--matrix--for establishing position).	P I U H	K2 K6 K7	3 5		3.2	
14. The student knows new concepts in map projection including use of functional distance rather than physical distance as unit of measurement, deliberate distortion for "uniform plane" distribution, and cartograms.	U H	K2 K6 K7	3 5			
15. The student knows reasons for the trend away from manual drafting of maps including availability of preprinted materials, the development of scribing, and the use of computers.	I U H	K4 K6 K7	4 5			
16. The student knows possible future trends in cartographic science.	U H	K4	4 6			

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6.1.3.2 Maps (Cartography) (Cont.)						
17. The student knows that the cartography process involves a series of transformations (from the real world to data to a graphic representation) requiring observation, measurement, and drafting.	P I U H	G2 K7	3 4			
18. The student knows tools and techniques which facilitate the transformation of observed reality into data (e.g., surveying).	P I U H	K2 K7	4			(V) Tools
19. The student knows tools and techniques which permit the transformation of data into graphic representation in a map (e.g., drafting).	P I U H	K2 K7	4			(V) Tools
20. The student knows ways in which distribution of a single variable may be illustrated in maps intended to aid geographic analysis (e.g., rainfall, population density, vegetation).	I U H	K2	5			
21. The student knows ways in which maps may illustrate relationships between or among variables (e.g., vegetation and rainfall).	I U H	K2 K10	3 5			
22. The student knows conventionalized forms for direction, scale, and coordinates in mapping and map reading.	P I U H	K2 K6	5			
23. The student knows ways in which the mathematical concept of scale is used in reading and making of maps.	P I U H	K2 K7	3 5			

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.1.3.2 Maps (Cartography) (Cont.)						
24. The student knows ways in which mathematical systems of coordinates (grid, matrix) are used in reading and constructing maps.	P I U H	K2 K7	3		3.2	
25. The student is able to determine and identify direction in reading or construction of maps.	P I U H	P41 P66	5			
26. The student knows that map types may be classified by intended use or function (e.g., record-keeping, transportation, geographic analysis).	I U H	G2 K5	3			
27. The student knows ways in which maps are used for record-keeping (e.g., plat maps, zoning and other district maps, weather maps).	I U H	K7	3			(V) Tools
28. The student is able to decode and interpret maps as needed for personal, academic, or economic pursuits.	P I U H	P41 P63	5 6	5		(V) Knowledgeabilit (V) Resourcefulness
29. The student is able to construct and use topographic maps.	U H	P63 P76	5			
30. The student is able to make maps, selecting appropriate forms as needed, for various purposes including recording, interpretation or communication of data.	I U H	P43 P76	5			
31. The student is able to decode and interpret maps to facilitate travel (e.g., street maps, navigation charts, military maps, trail maps, aerial maps.	I U H	P63	5			(V) Knowledgeabili (V) Resourcefulnes

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.1.3.3 Tables, graphs and charts (See also: 3.2.2 Measurement and statistical skills)						
1. The student knows uses of statistical tables, graphs, and charts in various stages or types of geographic inquiry (e.g. to organize, display, summarize data on distributions, interrelationships; interactions of variables).	P I U H	K2 K7	4			
2. The student knows conventions distinguishing various types of tables, graphs, and charts that are commonly used to display geographic information in textbooks, reference materials, public media, etc.	P I U H	K2	5			
3. The student knows terms for the structural elements of various types of tables, graphs, and charts (e.g. matrix, axes, row, column, line, bar).	P I U H	K2	5			
4. The student is able to determine the basis on which a graph is built, the variables being related, and the units of measure involved.	I U H	P41 P43	5			
5. The student is able to interpret relationships shown in a graph.	P I U H	P41	5			
6. The student knows terms for various types of statistical relationships that may be displayed in tables, graphs or charts (e.g. distribution, association, correlation).	,U H	K2 K10	3 5			

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6.1.3.3 Tables, graphs, and charts (Cont.)						
7. The student is able to draw inferences (including projections, predictions, hypotheses, etc.) which are consistent with the data represented on a table, graph, or chart, and with the nature of the relationship portrayed.	I U H	P43	5 6			(V) Logical consistency (V) Accuracy (V) Competence
8. The student is able to identify elements of change when using charts and/or graphs.	P I U H	P63	5 6			
9. The student is able to select an appropriate form (particular type of table, graph, chart, etc.) for displaying data he or she has collected in the course of inquiry in physical or cultural geography.	I U H	P46	3 5			
10. The student is able to construct simple graphs, charts, tables, pictorial materials, appropriate for displaying relationships between or among geographic variables studied.	P I U H	P46	3 5			
11. The student is able to relate information derived from pictures, charts, graphs and tables to that gained from other sources.	P I U H	P45	5 6			

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.1.3.4 Simulations: models and games						
1. The student knows ways in which static 3-dimensional models of various kinds (relief maps and globes, dioramas, cutaways, table-top cities, etc.) may be used in various stages or types of geographic inquiry.	P I U H	K7	4 5 6			
2. The student knows that models of actual places or features show some things and leave out others, depending on the uses and audiences for which they are built; i.e. they are scaled and designed to simulate the distributions of variables relevant to subject of inquiry, abstracted from real situations.	P I U H	G2 K2 K6	3 5			
3. The student is able to interpret relevant information from models of geographic features, locations, patterns, etc. under study.	P I U H	P42 P43	5 6			
4. The student knows ways in which model environments (terrariums, aquariums; model eco-systems created with natural materials, live organisms, etc.) may be used in various stages or types of geographic inquiry.	P I U H	K7	4 5 7			
5. The student is able to observe and record changes occurring in a model environment over an appropriate period of time, as relevant to the subject and purpose of geographic inquiry.	P I U H	P11 P32 P43	4 5 7			

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6.1.3.4 Simulations: models and games (Cont.)						
6. The student is able to conduct simple experiments with model environments, as appropriate to the subject of purpose of inquiry.	P I U H	P52 P53	4 7			
7. The student is able to select and use appropriate procedures and instruments for interpreting data collected through observation of, or experimentation with, models of features, places or environments.	P I U H	P45	6 7			
8. The student is able to select appropriate conventional forms of modeling (illustrating, simulating) places, features, processes, or interactions under study.	P I U H	P45	5			
9. The student is able to construct simple scale models, model environments, etc. as appropriate for particular stages and subjects of geographic inquiry.	P I U H	P76	5 7			
10. The student knows various types of games designed and used to stimulate situations involving human interaction with, or decisions about, environment.	P I U H	K7	5			

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.1.3.4 Simulations: models and games (Cont.)						
11. The student knows purposes for which professional geographers (theorists, researchers, educators, etc.) may design or use simulation games (e.g., for "laboratory" analysis of situations involving interest and control; to test strategies for coping with environment under projected future conditions; to equip planners, policy-makers, citizens, students with knowledge and skills useful for making decisions about environmental use and management).	U H	K7	3			
12. The student knows principles and propositions of Game Theory which are applied to or incorporated into various educational simulation games.	H	G1 G2 K7	3			
13. The student knows procedural steps in game strategies appropriate for locational problem-solving and decision-making.	U H	K7	7			
14. The student is able to use appropriate game strategies (e.g. analyze situations involving interest and control; construct and evaluate decision alternatives) in situations that simulate human environmental interactions and relationships.	U H	P63	7			(V) Problem-solving

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.1.3.5 Measurement instruments and procedures (See also: 3.2.2 Measurement and statistical skills)						
1. The student knows that collecting geographic data often means measuring how things are, where things are, how they relate or interact or change, etc., i.e., describing in numbers of standardized units the observable or detectable characteristics of whatever it is being studied.	I U H	G2 K2 K7	3 4			
2. The student knows that accurate communication of geographic information--whether descriptive or theoretical--depends on the standardization of units, instruments and procedures used to measure things, as well as on standardized terms for what is measured.	P I U H	G2 K2 K7	3 4			(C) Communication
3. The student knows instruments and procedures used to measure (i.e., quantify; represent in numbers of standardized units) physical properties of features or places under study.	I U H	K7	4 5 6		6.1.3.2	
4. The student knows intruments and procedures used to measure (i.e., represent in numbers of standardized units) sizes, distributions, or socio-economic characteristics of populations or communities under study.	I U H	K7	4 5 6		6.3.5 10.6.1	

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.1.3.5 Measurement instruments and procedures (Cont.)						
5. The student knows uses of computer technology in the collection, analysis, and communication of data in physical, economic and/or cultural geography.	I U H	K2 K7	4			(V) Tools (V) Inquiring
6. The student is able to select and use measurement instruments appropriate to the subjects and purposes of geographic inquiry.	I U H	P35 P43	4 6			(V) Resourcefulness (V) Knowledge of resources (V) Inquiry

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.2 Physical geography						
1. The student knows that physical geography is concerned with earth features and processes, their spatial and causal relationships.	I U H	G2 K2 K3	3			
2. The student knows that physical geography incorporates information from a variety of other sciences (e.g., geology, astronomy, oceanography, climatology-meteorology, botany, ecology, physics) to provide an overall picture of the natural environment that precedes, surrounds, conditions, and supports human existence and human activities.	I U H	G2 K7	3 4			(V) Cultural knowledge (V) Comprehensiveness

6. Geography
6.2 Physical geography

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.2.1 Earth as a planet						
1. The student knows why earth/sun relationships are important in the study of geography.	P I U H	K6 K7	3			
2. The student knows differences between astrology and astronomy.	I U H	K5	3			
3. The student knows optical and measurement tools used currently and historically to determine earth's place in the universe.	P I U H	K7	4			
4. The student knows ways in which continuing effort to relate the earth to visible heavenly bodies has led to mythological, religious, and literary development.	P I U H	K4 K6 K8	3			(V) Cultural knowledge
5. The student knows the relationship between advancing technology and changing theories of the earth's place in the universe.	P I U H	K4 K6 K8	2 3		4.3.5.3 6.1.2	(V) Cultural knowledge
6. The student knows that many theories have been formulated throughout history to explain the spatial relationship of the earth to the sun, or the location of earth in the universe.	P I U H	K7	2		6.1.2	

6. Geography
6.2 Physical geography

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.2.1 Earth as a planet (Cont.)						
7. The student knows terms used in identifying positions of earth in space, including: aberration, altitude, astronomical unit, azimuth, celestial equator, celestial latitude, celestial longitude, declination, ecliptic, equinoxes, light year, meridian, occultation, orbit, parallax, perigee, perihelion, proper motion, radial velocity, right ascension, solstices, transit.	I U H	K1 K2 K6	3			(C) Spatial relationships
8. The student knows scientific propositions or theories relating to the origin of our solar system.	P I U H	K6 K8	3			
9. The student knows that the sun is the center of the solar system and the source of its heat and light.	P I	G1 K6	1			
10. The student knows the location of the earth within the solar system.	P I	K6	1			
11. The student knows the location and content of the earth's lithosphere, hydrosphere and atmosphere.	I U H	K3 K6	1			
12. The student knows ways in which the physical properties, location, and movements of the moon are related to earth features and processes.	P I U H	G1 K3 K6 K8	3			(C) Spatial relationships (C) Spatial interactions

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6.2 Physical geography
6.2.1 Earth as a planet

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.2.1.1 Size, shape						
1. The student knows dimensional measurements of the earth as a planet, including: circumference at the equator, through the poles; diameter; total surface area.	P I U H	K3	1 3			
2. The student knows ways of describing earth's size by comparison with sizes of other planets, the sun, other stars, etc. (e.g., fifth-largest planet in solar system).	P I U H	K2 K7	3			
3. The student knows ways of describing earth's size by comparison with smaller units or bodies.	P I U H	K2 K7	3			
4. The student knows that theories regarding the shape of the earth have been changing as scientists gather new information.	P I U H	G2 K4	2 3			
5. The student knows that the latest information from earth satellites indicates that the earth is not the classical "oblate (flattened) spheroid" but is instead closer to "pear-shaped".	P I U H	K3	1			

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6.2 Physical geography
6.2.1 Earth as a planet

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.2.1.2 Movements						
1. The student is able to distinguish between rotation and revolution as simultaneous movements of the earth as a planet (e.g., rotation is spinning on own axis, experienced as day and night; revolution is movement forward on orbital path around sun, experienced as seasonal cycles).	P I U H	P45	3			(C) Spatial interaction
2. The student knows ways in which the human perception of time, and the systems we use for measuring time, are related to the earth's movements.	P I U H	K3 K6 K8	3			(C) Spatial interaction (C) Time
3. The student knows that longitude and latitude refer to imaginary lines placed on the earth's surface and that this grid is used as the frame of reference to measure both location and time.	I U H	K2 K3 K6 K7	3 5			(C) Dimensional relationships (C) Spatial relationships (C) Time
4. The student knows that longitude lines divide the earth's surface at an angular distance east or west of the Prime (0^{o}) Meridian, and that all lines pass through the North and South Pole.	I U H	K2 K3 K6	3 5			
5. The student knows that the Prime Meridian passes through Greenwich, England and that longitude is always expressed in degrees east or west of Greenwich and can never be more than 180 degrees East of West.	I U H	K2 K3 K6	3 5			

6. Geography
6.2 Physical geography
6.2.1 Earth as a planet

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.2.1.2 Movements (Cont.)						
6. The student knows ways in which time zones and longitude lines ("meridians" when referring to time) are related. (360 degrees of longitude pass through the plane of high noon every 24 hours. 15 degrees of longitude equal 1 hour of time, one degree equals 4 minutes of time.)	I U H	K2 K6 K8	3 5			(C) Dimensional relationships (C) Spatial interactions (C) Time
7. The student knows that there are 24 standard time belts around the earth extending from pole to pole, with time measured internationally according to distance east or west of Greenwich (Prime Meridian).	I U H	K2 K6	3 5			(C) Time
8. The student knows that the U.S. is divided into time zones adjusted to meet requirements of population. (Eastern, Central, Mountain, Pacific)	I U H	K2 K3 K6	3 5			(C) Time
9. The student knows ways of expressing the period of the earth's revolution around the sun (the time it takes to complete one orbit); including: 365¼ rotations (days), one year, twelve months.	P I	K2	3 5			(C) Time
10. The student knows positions of the earth with respect to the sun at the equinoxes and at the solstices and dates on which they occur.	P I U H	K2 K6	3			

6. Geography
6.2 Physical geography
6.2.1 Earth as a planet

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.2.1.2 Movements (Cont.)						
11. The student knows relationships between the earth's tilt as it revolves around the sun and the measurement of latitude on the earth's surface.	I U H	K2 K3 K6 K8	1 3			
12. The student knows that the Equator, 0^{o} latitude, divides the Earth into a Northern Hemisphere and a Southern Hemisphere.	P I	K2 K3 K6	3 5			
13. The student knows relative positions and significance of 1) equator, 2) Tropic of Cancer, 3) Tropic of Capricorn, 4) Arctic Circle, 5) Antarctic Circle as parallels of latitude.	P I U	K2 K3 K6	3 5			
14. The student knows ways of expressing the direction, distance, and velocity of the earth's orbital revolution.	P I U H	K2 K3 K6	1 3 4			
15. The student knows that the twelve months of the calendar year correspond to divisions or segments of the earth's regular, fixed orbit; i.e., it is January when the earth is going through its "January" sequence of positions, then February in "February" positions, etc.	P I U H	G2 K4 K6	3			

6. Geography
6.2 Physical geography
6.2.1 Earth as a planet

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.2.1.2 Movements (Cont.)						
16. The student knows that northern and southern hemispheres have their summers (or falls, or winters, or springs) during opposite months of the year (i.e., at opposite segments of the earths orbit).	P I	K3 K4 K6	3			
17. The student knows ways in which the earth's shape, tilt, and movements are related to the fact that seasonal changes in temperature, in the sun's angle to the horizon, and in the length of daylight are more pronounced as one mov[illegible] closer to either pole.	P I U H	K3 K6 K8	1 3			
18. The student knows that it is the angle at which the sun's rays strike the earth, not the distance they travel, that determines seasonal temperature changes.	P I U H	G1 K3 K6 K8	1 3			
19. The student knows names of the four seasons, sequence in which they occur, and months associated with each in the northern hemisphere, southern hemisphere, or both.	P I U H	K1 K2 K4	3			(V) Knowledgeability
20. The student is able to relate principles regarding earth's motions and positions to personal observations of seasonal or daily changes in duration of daylight, positions of the sun in the sky, etc.	P I U H	P44	3 5			

6. Geography
6.2 Physical geography

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.2.2 Landforms (geomorphology)						
1. The student knows that geomorphology deals with the relief features of the earth's surface, using physiographic principles for description and dynamic and structural geology for explanation.	I U H	G2 K2 K7	3 4			
2. The student knows the location and use of print and nonprint materials related to geomorphology in geography.	P I U H	K6	6			
3. The student knows some instruments used by modern scientists to compile and record data about earth features such as seismographs, depth sounders, cameras.	P I U H	K7	4			(V) Tools

6. Geography
6.2 Physical geography
6.2.2 Landforms (geomorphology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.2.2.1 Landform processes						
1. The student knows that earth features are formed by the dynamic interaction, through time, of the components of the eco-system (e.g., seismic and/or volcanic activity produces mountain ranges which alter wind and storm patterns, creating deserts in the lee of the mountains).	P I U H	G1 K8	3			
2. The student knows terms used to describe basic processes, sets of processes, or interactions between eco-system components which affect earth features (e.g., water cycle, weather, decomposition, biogeochemical cycle, photosynthesis, radiation, gravitation, magnetism, evaporation, precipitation).	I U H	K1 K2	3 5			
3. The student knows that landform processes are natural processes which change the face of the earth over time, moving (redistributing) its elements both from the inside (tectonic-crustal movements) and from the outside (gradational: weathering erosion).	P I U H	G2 K2 K3	3			
4. The student knows characteristics which distinguish tectonic from gradational processes.	P I U H	K3 K5	3			

SOCIAL SCIENCE

6. Geography
6.2 Physical geography
6.2.2 Landforms (geomorphology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.2.2.1 Landform processes (Cont.)						
5. The student knows that tectonic processes include: folding, faulting, vulcanism.	P I U H	K2 K3	3			
6. The student knows ways in which folding, faulting, and vulcanism occur in the earth's crust (e.g., substances, formations, sources of pressure, interactions involved in each).	P I U H	K3 K4 K6	1 3			
7. The student knows the causes and characteristics of common types of folding, and their effects on landforms.	P I U	K3 K5 K8	1 3			
8. The student knows the causes and characteristics of major types of faulting, and their effects on landforms.	P I U	K3 K5 K8	1 3			
9. The student knows the causes and characteristics of major types of vulcanism (i.e., intrusive, extrusive) and their effects on landforms.	P I U	K3 K5 K8	1 3			
10. The student knows the elements of the Plate Tectonics theory, how it relates to continental landforms, and evidence relevant to major propositions.	I U H	K2 K3 K6	3			

SOCIAL SCIENCE

6. Geography
6.2 Physical geography
6.2.2 Landforms (geomorphology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.2.2.1 Landform processes (Cont.)						
11. The student is able to associate names of tectonic processes with particular events, landforms, etc. which provide meaningful examples or contexts in which the processes may be understood.	P I U H	P44	3 5			
12. The student knows that gradational processes may be classified (typed, named) by the agents involved; i.e., running water, glaciation, wind, waves.	I U H	K3 K5	3			
13. The student knows that gradational processes may be classified by function as erosion, transportation, and deposition (i.e., wearing down a form or substance, carrying it away, depositing it elsewhere).	I U H	K5 K7	3			
14. The student knows meanings of terms used to describe specific gradational effects or processes including: weathering, mass wasting, landslide, mudflow, soil creep, rockfall, runoff, alluviation, graciation, (alpine and continental) and shoreline.	I U H	K1 K2	3			
15. The student knows distinctive types of weathering (rock decay) including physical weathering, chemical weathering, unloading, and differential weathering.	I U H	K3 K5	3			

6. Geography
6.2 Physical geography
6.2.2 Landforms (geomorphology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.2.2.1 Landform processes (Cont.)						
16. The student knows effects of physical weathering, chemical weathering, unloading, and differential weathering on landforms.	I U H	K3 K4 K5	1			
17. The student knows distinctive types of mass wasting (downslope earth and rock movements) including landslides, mudflows, soil creep and rock falls.	I U H	K3 K4 K5	3			
18. The student knows effects of landslides, mudflows, soil creep, and rock falls on landforms.	I U H	K8	1 2 3			
19. The student knows the common agents of physical erosion including runoff, streams, wind, waves, and glaciers.	I U H	K3 K8	3			
20. The student knows the kinds of landforms associated with runoff, stream erosion, wind erosion, wave erosion, and glaciation.	I U H	K3 K5	3			

6. Geography
6.2 Physical geography
6.2.2 Landforms (geomorphology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.2.2.2 Types of landforms						
1. The student knows the major land features which characterize the earth's surface; i.e., mountains, hills, plateaus, plains.	P I	K3	3			
2. The student knows ways that landforms may be classified, including: by slope or contours (i.e., plains, plateaus, hills, mountains); by the processes which formed them (i.e., tectonic, gradational); or by their functional relationships with surrounding features.	I U H	K5	3			
3. The student knows that plains are the lowest land formations: local relief less than 500 feet, with flat land exceeding slope.	P I U H	K1 K2 K3	3			
4. The student knows that plateaus are like plains (local relief less than 500 feet, flat land exceeds slope) except that their lowest parts are several thousand feet above sea level.	P I U H	K1 K2 K3	3			
5. The student knows that hills are formations having local relief between 500 and 2,000 feet, with slope exceeding flat land.	P I U H	K1 K2 K3	3			

6. Geography
6.2 Physical geography
6.2.2 Landforms (geomorphology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.2.2.2 Types of landforms (Cont.)						
6. The student knows that mountains are formations having local relief over 2,000 feet, with slope exceeding flat land.	P I U H	K1 K2 K3	3			
7. The student knows the distribution of mountains, hills, plateaus, and plains on the earth's surface, or within a region under study.	I U H	K3	3			
8. The student is able to identify the common landforms (relief features: plains, plateaus, hills, mountains) in an area being studied.	P I U H	P31 P33	3 5			
9. The student knows terms commonly used to classify tectonic landforms including folded mountain, geosyncline, fault block mountain, horst, graben, rift valley, volcano, cone, dome, crater, lava plateau.	P I U H	K1 K5	3			
10. The student is able to associate standard terms for tectonic landforms with the appearance characteristic of each, as exemplified by photographs, illustrations, models, or locally-observable features.	P I U H	P31 P33	3 5			
11. The student knows terms commonly used to classify gradational landforms including coastal plain, sand dune, loess, shoreline of submergence, shoreline of emergence, glacial valley, moraine, outwash plain, young stream, mature stream, old stream, alluvial terrace, flood plain, delta, and fall.	P I U H	K1	3			

6. Geography
6.2 Physical geography
6.2.2 Landforms (geomorphology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.2.2.2 Types of landforms (Cont.)						
12. The student is able to associate standard terms for gradational landforms with the appearance characteristic of each, as exemplified by photographs, illustrations, models, or locally-observable features.	P I U H	P31 P33	3 5			
13. The student knows the meanings of words used by geographers to name features by their functional relationship to other features (e.g., piedmont, tributary, gulf, river basin, watershed, delta, flood plain, estuary, peninsula, reef, lagoon, fault line, glacier, moraine, slope, rain forest, fall line).	P I U H	K1 K2 K6	3			
14. The student is able to associate terms for functionally-related sets of features (piedmont, tributary, etc.) with the appearance and function characterizing each, as exemplified by photographs, maps, illustrations, models, or locally-observable features.	P I U H	P44	3 5			

6. Geography
6.2 Physical geography

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.2.3 Climate (climatology, meteorology)						
1. The student knows that climate refers to the average conditions produced by weather patterns for a site, area, or region over a long period of time.	P I U H	K1 K2 K3	3			
2. The student knows the location and use of print and nonprint materials related to meteorology and climatology in geography.	P I U H	K6	6			(V) Resourcefulness

6. Geography
6.2 Physical geography
6.2.3 Climates (climatology, meteorology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.2.3.1 Climate controls						
1. The student knows that climate controls, as geographers, climatologists, meteorologists, and other scientists use the term, are the elements which make up or determine climate, i.e., the factors that interact or interrelate to produce what we call an area's "climate", or the distribution of climates around the world.	I U H	K1 K2 K3	3			
2. The student knows that climate controls include: latitude, altitude, mountain barriers, ocean currents, proximity to large bodies of water, semi-permanent high and low pressure systems, air currents, and continentality.	I U H	K1 K2 K3	1 3			
3. The student knows that latitude is a fundamental control on climate, in that an area's proximity to a pole or to the equator determines the angles and amounts of sunlight it receives, and thus its range of air and surface temperatures, the severity of seasonal changes, etc.	P I U H	G2 K3 K6	1 3		6.2.1.2	
4. The student knows that the amount of sunlight received at a site varies with the angle with which the sun's rays hit the site, the atmospheric conditions existing (i.e., clouds, smog) and the length of day.	P I U H	G2 K8	1 3			

6. Geography
6.2 Physical geography
6.2.3 Climates (climatology, meteorology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.2.3.1 Climate controls (Cont.)						
5. The student knows ways in which altitude acts as a climate control.	P I U H	K3 K8	1 3			
6. The student knows ways in which mountain barriers act as climate controls.	P I U H	K3 K8	1 3			
7. The student knows ways in which ocean currents act as climate controls.	P I U H	K3 K8	1 3			
8. The student knows ways in which large bodies of water act as controls on the climates of adjacent land areas.	P I U H	K3 K8	1 3			
9. The student knows ways in which semi-permanent high and low pressure systems act as climate controls.	P I U H	K3 K8	1 3			
10. The student knows ways in which air currents act as climate controls.	P I U H	K3 K8	1 3			
11. The student knows ways in which continentality acts as climate control.	P I U H	K3 K8	1 3			

6. Geography
6.2 Physical geography
6.2.3 Climates (climatology, meteorology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.2.3.2 Classification-distribution						
1. The student knows that an early system of climate classification was the Greek division of the world into Frigid, Temperate, and Torrid Zones.	P I U H	K5	2 3			
2. The student knows the major characteristics of the low, middle, and high latitude climatic regions of the world.	I U H	K3 K5	3			
3. The student knows the criteria used to establish modern climatic categories such as: a) summerless, winterless, arid, transitional; b) other typologies that name climates by association with locations: tropical rain forest, tropical savanna, tropical desert, Mediterreanean, humid subtropical, marine, continental, etc.	P I U H	K5 K9	3			
4. The student knows how the location of the poles at the ends of the earth's axis determines their cold climates.	P I	G1 K6 K8	1 3			
5. The student knows how the location of the equator determines its tropical climate.	P I	G1 K6 K8	1 3			

6. Geography
6.2 Physical geography
6.2.3 Climates (climatology, meteorology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.2.3.2 Classification-distribution (Cont.)						
6. The student knows that tropical climates are Low Latitude, Rainy Climates, including: 1) Wet Tropics, 2) Wet-Dry Tropics, 3) Monsoon Tropics.	I U H	K5 K6	3			
7. The student knows characteristics distinguishing major types of tropical climates, and distribution of each.	I U H	K3 K5 K6	1 3			
8. The student knows that low latitude dry climates include low latitude steppe and low latitude desert.	I U H	K3 K5 K6	3			
9. The student knows names, characteristics and distribution of long summer-short winter climates.	I U H	K1 K3 K6	3			
10. The student knows names, characteristics, and distribution of short summer-long winter climates.	I U H	K1 K3 K6	3			
11. The student knows the locations of low latitude highland climates.	I U H	K6	3			
12. The student knows that the Subtropical climates include Mediterranean Subtropics and Humid Subtropics.	I U H	K3 K5 K6	3			

6. Geography
6.2 Physical geography
6.2.3 Climates (climatology, meteorology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.2.3.2 Classification-distribution (Cont.)						
13. The student knows that Cyclonic Climates include: 1) Humid Continental Long Summer, 2) Humid Continental Short Summer, 3) Middle Latitude Steppe and Desert, 4) Temperate Marine.	I U H	K3 K5 K6	3			
14. The student knows the location and characteristics of the Middle Latitude highland climates.	I U H	K3 K6	3			
15. The student knows the location and characteristics of the Subartic and polar climates.	I U H	K3 K6	3			
16. The student is able to identify the climate of a site, area, or region based on its location and physical features, according to a standard system of climatic classification.	I U H	P33 P47	3			
17. The student knows land features likely to be associated with given climatic types.	P I U H	K3	1 2 3			

6. Geography
6.2 Physical geography
6.2.3 Climates (climatology, meteorology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.2.3.3 Climate processes						
1. The student knows basic processes in the interaction of sunlight, air, water, and landforms (e.g., evaporation, condensation, temperature changes) to produce common weather phenomena (e.g., wind, precipitation).	P I U H	K3 K8	1			
2. The student knows the meaning of terms commonly used to describe weather elements including high pressure, low pressure, storm, humidity, precipitation, dew point, water cycle.	P I U H	K1 K2 K3	3			
3. The student knows the relationships between temperature variations, air pressure, and wind.	P I U H	K3 K8	1			
4. The student knows causes of general patterns of air movements (e.g., air moves from polar highs to equatorial lows, it is deflected by the rotation of the earth, and is affected by varying temperatures of land and water over which it passes).	P I U H	K6 K8	1 3			
5. The student knows relationships between wind patterns and storms.	P I U H	K3 K6 K8	3			

SOCIAL SCIENCE

6. Geography
6.2 Physical geography
6.2.3 Climates (climatology, meteorology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.2.3.3 Climate processes (Cont.)						
6. The student knows that seasonal changes occur as a result of a network of causes and effects, including: the tilt and orbit of the earth in relation to the sun, and the consequent variations in the intensity and amount of sunlight received at different stages of the orbit.	P I U H	K3 K8	1 3		6.2.1.2	

6. Geography
6.2 Physical geography

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.2.4 Vegetation						
1. The student knows that vegetation types are geographically classified according to their climate, altitude, latitude, distribution, location, and abundance.	I U H	K5 K9	3			
2. The student knows that vegetation types vary according to climate, altitude and latitude.	P I U H	G1 K6	1 3			
3. The student knows that plant species have adapted to fit particular environments.	P I U H	G2 K4 K7	1 3			
4. The student knows effects of climate on the variation of vegetative types, range, density, growth cycles, and dominance.	P I U H	K8	1			
5. The student knows that a dominant vegetation type is often used to classify climate zones.	P I U H	G2 K5	3			
6. The student knows the effects of seasonal climate patterns on the distribution and growth of vegetation.	I U H	K6 K8	1			
7. The student knows the effects of annual temperatures on the distribution and growth of vegetation.	I U H	K6 K8	1			
8. The student knows the effect of annual rainfall patterns on the distribution and growth of vegetation.	I U H	K6 K8	1			

6. Geography
6.2 Physical geography

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.2.4 Vegetation (Cont.)						
9. The student knows the effects of wind on the distribution and growth of vegetation.	I U H	K6 K8	1			
10. The student knows effects of altitude on the distribution of vegetative types and zones.	I U H	K6 K8	1			
11. The student knows the effects of latitude on the distribution and growth of vegetation.	I U H	K6 K8	1			
12. The student knows effects of annual sunlight and day length on the distribution and growth of vegetation.	I U H	K6 K8	1			
13. The student knows the characteristic vegetation of tropical, temperate, and polar latitudes.	I U H	K3 K5 K6	3			

6. Geography
6.2 Physical geography
6.2.4 Vegetation

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.2.4.1 Classification						
1. The student knows distinctions among standard categories used to type an area's dominant vegetation, including: forest, grassland, and shrub, and applications of these distinctions for geographic description and analysis.	P I U	K5 K7	3			
2. The student knows distinctions between major sub-categories of forest vegetation, including: coniferous (softwood), broadleaf (hardwood), and applications of these distinctions for geographic description and analysis.	P I U	K5 K7	3			
3. The student knows distinctions among major sub-categories of grasslands including: savanna, prairie, steppe; and applications of these distinctions for geographic description and analysis.	P I U	K5 K7	3			
4. The student knows distinctions among major sub-categories of shrubs, including bushes, sedges, mosses, lichens; and applications of these distinctions for geographic description and analysis.	P I U	K5 K7	3			

SOCIAL SCIENCE

6. Geography
6.2 Physical geography
6.2.4 Vegetation

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.2.4.2 Major biomes						
1. The student knows that a biome is a major natural community characterized by dominant forms of vegetation and/or animal life.	P I U H	K1 K2	3			
2. The student knows terms used to describe or classify major vegetation zones, including: biome, life zone, eco-system; forest, grassland, desert, tundra, and shore.	P I U H	K1 K5	3			
3. The student knows the effects of climate on distribution of biomes.	P I U H	K6 K8	1 3			
4. The student knows the distinguishing features of the biomes in which he/she lives.	P I U H	K3	1 3			
5. The student knows relationship of vegetation, climate and soil to biome distribution.	P I U H	K6 K8	1 3			
6. The student knows relationships between the major biomes and cultural development.	P I U H	K4 K6 K8	1 3			
7. The student knows the distinguishing characteristics and distribution of the major biomes (e.g., Forest, Grassland, Desert, Tundra, Shore).	P I U H	K3 K5 K6	1 3			

6. Geography
6.2 Physical geography
6.2.4 Vegetation

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.2.4.2 Major biomes (Cont.)						
8. The student knows the characteristics that distinguish coniferous, broadleaf, and scrub forest biomes.	I U H	K3 K5	1 3			
9. The student knows the distribution of major forest biomes.	I U H	K5 K6	1 3			
10. The student knows characteristics that distinguish temperate from tropical forests (coniferous, broadleaf, and scrub forest biomes).	I U H	K5	1 3			
11. The student knows characteristics that distinguish the savanna, prairie, and steppe grassland biomes.	I U H	K5	1 3			
12. The student knows the distribution of the major grassland biomes.	I U H	K5 K6	1 3			
13. The student knows the characteristics that distinguish low latitude (tropical) and middle latitude deserts.	I U H	K5	1 3			
14. The student knows the distribution of major desert biomes.	I U H	K5 K6	1 3			
15. The student knows the characteristics that distinguish the arctic and alpine tundra biomes.	I U H	K5	1 3			
16. The student knows the distribution of the alpine and arctic tundra biomes.	I U H	K5 K6	1 3			
17. The student knows the characteristics and distribution of the shore biomes.	I U H	K5 K6	1 3			

6. Geography
6.2 Physical geography

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.2.5 Soils						
1. The student knows that soil is a dynamic layer in which many complex chemical, physical, and biological activities are constantly occurring; i.e., it is a changing and developing body.	P I U H	G2 K3	1 3			
2. The student knows soil components such as parent material, substrata, organic increment, etc.	P I U H	K3	1 3			
3. The student knows soil is made up of solids, liquids, and gas and for plant growth a proper balance of all three must exist.	P I U H	K3	1			
4. The student knows that soil structure refers to the way in which soil particles are grouped together (columnar, prismatic, granular, crumb).	P I U H	K1 K3	3			
5. The student knows that soil color varies with the soil's origins and composition.	P I U H	K3 K8	1			
6. The student knows that soil horizons (layers) are usually distinguishable by color differences.	P I U H	K1 K3	3			

6. Geography
6.2 Physical geography

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.2.5 Soils (Cont.)						
7. The student knows that the term soil profile refers to the arrangement of the soil into layerlike horizons of differing texture and/or color, classified into broad groups.	P I U H	K1 K3	3			
8. The student knows that soil constitution refers to such factors as compactness, stickiness, porosity, and consistency.	P I U H	K1 K3	3			
9. The student knows that soil water is a complex chemical solution temporarily held in the soil.	P I U H	K1 K2 K3	1			
10. The student knows relationships of soil texture to soil water or moisture retention.	P I U H	K8	1 3			
11. The student knows distinctions among major sub-categories of soil textures, including: sand, sandy loam, loam, clay.	P I U H	K5	3			
12. The student knows ways in which locational decisions (e.g., where to grow what; where to build bridges, roads, buildings, etc.; where to treat or dispose of wastes) are affected by the properties of soils at sites under consideration.	I U H	K6 K8 K9	2			
13. The student knows soil properties desired, valued, or required for various types of human activities and settlements.	P I U H	K3 K9	2 3			

6. Geography
6.2 Physical geography
6.2.5 Soils

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.2.5.1 Origins						
1. The student knows principal factors (agents) in soil formation, including: parent material, topography, time, climate, biological activity.	P I U H	K3 K8	1 3			
2. The student knows that soils have gone through processes of erosion, and deposition and decomposition.	P I U	G2 K3	1 3			
3. The student knows ways in which soil composition is interrelated with various factors such as climate, topography, and covering vegetation.	P I U H	K3 K8	1 3			
4. The student knows weathering rock produces the inorganic particles that give a soil the main part of its weight and volume.	P I U H	G2 K3	1			
5. The student knows that soil particles range from gravel and sand to tiny minute particles.	P I U H	G2 K3	1			
6. The student knows ways in which the accumulation of decayed or partially decayed plant and animal matter contributes to the development of soils.	P I U H	K3 K8	1 3			

6. Geography
6.2 Physical geography
6.2.5 Soils

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.2.5.1 Origins (Cont.)						
7. The student knows terms commonly used to describe major soil interactions (processes in which soils operate as cause, effect, or both), such as humification, mineralization, leaching erosion.	P I U H	K1 K3 K8	3			
8. The student knows that geographers may classify soils by origin using geologic categories of a) residual and b) transported soils.	P I U H	K5	3			
9. The student knows distinctions between residual and transported soils.	P I U H	K5	3			
10. The student knows distinctions among major sub-categories of transported soils, including: alluvial (transported by water), aeolian (transported by wind), glacial (transported by ice).	P I U H	K5	3			

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6. Geography
6.2 Physical geography
6.2.5 Soils

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.2.5.2 Soil groups and forms						
1. The student knows ways that soils may be classified for study including: vertical distribution (soil profiles, horizons, layers), color, porosity, origin, relation to climate or vegetation, location, mineral content, or combinations of these.	I U H	K5	3			
2. The student knows that soil groups are major categories distinguished by the climatic conditions under which the soils develop; i.e., pedalfers: soils that develop in humid regions; and pedocals: soils that develop in arid, semiarid or subhumid regions.	I U H	K5	3			
3. The student knows major subcategories of pedalfers (soils that develop in humid regions), including: prairie soil (prairyerth), gray brown soil (podzolic), tropical and subtropical red soil (rederth), and laterite soil (lateritic).	I U H	K5	3			
4. The student knows major subcategories of pedocals (soils that develop in semiarid or subhumid areas), including: gray desert soil (deserterth), brown soil (ariderth), dark brown soil, (stepperth), black soil (chernozem).	I U H	K5	3			

6. Geography
6.2 Physical geography
6.2.5 Soils

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.2.5.2 Soil groups and forms (Cont.)						
5. The student knows that soil forms are categories distinguished by their relative maturity; i.e., as 1) immature soils (gravel, sand, clay, silt, peat); 2) mature soils (pedalfers, pedocals); 3) old soils (hardpans, gumbos, alkalines).	I U H	K5	3			
6. The student knows distinguishing characteristics of soil forms under study.	I U H	K3 K5	3			
7. The student knows that all soils can be subdivided into: 1) Zonal Soils (soil formed under conditions of good soil drainage, through prolonged action of climate and vegetation) 2) Intrazonal Soils (formed under conditions of poor drainage-bogs, flood-plain meadows) 3) Azonal Soils (inferior because they have not had enough time to develop or are on slopes too steep to allow profile development).	I U H	K5	3			
8. The student is able to label or type soils according to a standard system of soil classifications, based on samples, photographs, illustrations, etc.	I U H	P33	3			
9. The student is able to associate various soil groups or forms with their characteristic uses by humans.	I U H	P44	2 3			

6. Geography
6.2 Physical geography

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.2.6 Water (hydrography)						
1. The student knows the location and use of print and nonprint materials related to hydrogeology and oceanography.	I U H	K6	6			(V) Inquiring
2. The student knows that hydrogeology is the study of the distribution and use of water and its effect upon the earth's surface.	U H	K2	3			
3. The student knows the meanings of terms used to identify water features such as oceans, seas, estuaries, deltas, rivers, tributaries, drainage systems, sources.	I U H	K1 K2 K3	3			
4. The student knows ways in which availability of water affects the choice of sites for settling, farming, manufacturing, etc., by individuals and groups.	P I U H	K6 K8	2			(V) Knowledge of resources (V) Access to resources
5. The student knows terms for major land-water interactions including erosion, runoff, leaching, precipitation, glaciation, diffusion.	I U H	K1 K3	3			
6. The student knows ways in which water formations and processes have been represented in the historic folklore, maps, arts, or religious symbolism of various cultures.	P I U H	K2	3 6			(V) Cultural knowledge

6. Geography
6.2 Physical geography

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.2.6 Water (hydrography) (Cont.)						
7. The student knows conventions used in representing water formations on modern maps.	P I U H	K2	5		6.1.3.3	
8. The student knows that water will carry a variety of foreign substances in solution, suspension, etc. some of which present hazards to the health of humans, plants, or animals, and some of which present hazards to navigation or commerce.	P I U H	K3 K8	1			
9. The student knows significant components of problems related to water quality or water pollution (e.g., substances, bodies of water, agencies involved; intended uses or users threatened by existing or projected conditions; alternatives proposed).	I U H	K3	7			(V) Preservation of resources

6. Geography
6.2 Physical geography
6.2.6 Water (hydrography)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.2.6.1 Water cycle						
1. The student knows the meaning of the term "water cycle".	P I U H	K1 K2	3			
2. The student knows meanings of terms for processes or elements of the water cycle (terms needed for analysis or description) including: reservoir, condensation, precipitation, ground water, surface water, etc.	P I U H	K1 K3	3			
3. The student knows the progression of the water cycle, and elements interacting at each phase (e.g., evaporation of water from ocean; transported as water vapor over the land; condensation; precipitation on land; runoff from land to ocean; back around to evaporation).	P I	K3 K4 K6	1 3			
4. The student knows that all phases of the water cycle are taking place constantly all over the earth.	P I	G1 K4 K6	1			
5. The student knows ways in which the water cycle is related to: a) seasonal water balance, and b) soil water balance.	I U H	K6	3			

6. Geography
6.2 Physical geography
6.2.6 Water (hydrography)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.2.6.2 Ground and surface water						
1. The student knows characteristics distinguishing major types of ground water, including: vadose water (water table); wells, springs; artesian waters; thermal and mineral waters.	P I U H	K3 K5	3			
2. The student knows a) geologic formations or processes and b) human uses associated with major types of ground water.	P I U H	K3 K7	1 3			
3. The student knows that major types of surface water formations include: streams and rivers (drainage systems), lakes, oceans.	P I	K3 K5	3			
4. The student knows the role of drainage systems in biogeochemical cycles.	I U H	K4 K8	1			
5. The student knows ways in which rivers, streams and lakes have been used as boundaries and as links (routes) among peoples or regions.	P I U H	K6 K7	2			
6. The student knows sources, courses, and characteristics of earth's major drainage systems (i.e., distribution of surface water).	I U H	K3 K4 K6	1 2 3			
7. The student knows ways in which various cultures have used or altered water systems for transportation, consumption, irrigation, power generation, etc.	P I U H	K7	2			(V) Cultural knowledge

6. Geography
6.2 Physical geography
6.2.6 Water (hydrography)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.2.6.2 Ground and surface water (Cont.)						
8. The student knows ways in which the natural distribution of ground and surface water affects locational decisions or patterns of human settlement.	P I U H	K6 K8	2 3			
9. The student knows issues and problems related to the re-distribution of ground or surface water to meet residential, agricultural, or industrial needs in areas that have developed or may develop beyond the capacity of local water resources.	P I U H	K3	7			(V) Problem-solving
10. The student is able to use appropriate models for analysis of economic, political, ideological and ecological factors involved in issues relating to human uses of water systems.	P I U H	P43	4 5			(V) Models (V) Social responsibility

6. Geography
6.2 Physical geography
6.2.6 Water (hydrography)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.2.6.3 Oceans						
1. The student knows that oceanography is the geographical, geological, and biological study of oceans.	P I U H	K2 K3	3			
2. The student knows uses of tools to collect oceanographic data such as dragnets, current meters, depth sounders, and other electronic devices.	P I U H	K2 K3 K7	4			
3. The student knows ways of interpreting oceanographic data such as calculation of the density of sea water from the measurement of chlorine content, or the speed and direction of current from various measurements of temperature and density.	I U H	K2 K3 K7	3 4			
4. The student knows practical applications of oceangraphic research including shipping and fishing industries, weather prediction, ecological study.	P I U H	K7	2 3			(V) Research
5. The student knows names of major ocean areas, (Atlantic, Pacific, Indian, etc.).	P I U H	K1	2			
6. The student knows basic data regarding sizes, shapes, and locations of the earth's ocean areas in relation to land.	P I U H	K3 K6	1			

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6.2 Physical geography
6.2.6 Water (hydrography)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.2.6.3 Oceans (Cont.)						
7. The student knows names commonly used to describe ocean features by shape or function (e.g., ocean, sea, bay, gulf, lagoon).	P I U H	K1 K2	3			
8. The student knows meanings of terms to categorize major aspects of oceans, (e.g., littoral, floor, currents, tides).	I U H	K1 K5	3			
9. The student knows distinctions among ocean floor features, including: shelf, slope, ridge, trench, sea mount, coral.	I U H	K5	3			
10. The student knows distinctions among various kinds of ocean movements, including: waves, upwelling, convergence, divergence, tides.	P I U H	K5	3			
11. The student knows ways that ocean movements affect the growth of marine life (e.g., nutrient salts are brought to surface by upwelling and feed phytoplankton which are basis of food chain).	P I U H	K4 K8	1			
12. The student knows causes and characteristics of waves.	P I U H	K3 K8	1			
13. The student knows causes and characteristics of the rise and fall of tides.	P I U H	K3 K8	1		6.2.1	

6. Geography
6.2 Physical geography
6.2.6 Water (hydrography)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.2.6.3 Oceans (Cont.)						
14. The student knows names, courses, and characteristics of major ocean currents.	I U H	K1 K3 K6	1 3			
15. The student knows ways in which ocean currents and land features interact to affect weather and climate.	P I U H	K3 K8	1 3		6.2.3	
16. The student knows terms used to describe components of the marine eco-system such as nutrient salts, sunlight, sea water, photosynthesis, phytoplankton.	P I U H	K1 K3	3			
17. The student knows the importance of estuaries in the marine eco-system.	I U H	K6 K8	3			
18. The student knows that ocean zones or regions may be classified by various criteria, including: a) available sunlight - euphotic and aphotic zones; b) underlying geological forms - continental shelf, abyssal plain, etc.; c) depth and density of water - bottom water, deep water, intermediate water, etc.	I U H	K3 K5 K9	3			
19. The student knows life forms associated with various ocean zones or regions, and processes and features of these zones to which their respective life forms are adapted.	I U H	K3 K6	1 3			

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6. Geography
6.2 Physical geography
6.2.6 Water (hydrography)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.2.6.3 Oceans (Cont.)						
20. The student knows ways in which industrial and agricultural wastes threaten life in rivers, estuaries, and oceans.	P I U H	K3 K8	1 3			
21. The student knows common theories of the role played by the sea in the evolution of life as we know it such as: 1) the basic habitat from which complicated life forms finally emerged to occupy land (Darwin); 2) the medium in which atmospheric oxygen was created by photosynthesis, and 3) the medium which provides the basis of the food chain (Odum).	I U H	G2 K3 K6	3			
22. The student knows ways in which humans have historically used the seas (e.g., protective barrier, transportation, food source).	P I U H	K7	2			
23. The student knows ways in which humans have explored their relationship to the sea in literature, religion, and the arts.	P I U H	K7	2			(V) Cultural knowledge

6. Geography
6.2 Physical geography

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.2.7 Mineral resources						
1. The student knows that while scientists in a variety of disciplines study minerals in one way or another, physical geographers have traditionally focused on the characteristics and distribution of those minerals which are or have been in use by humans; i.e., minerals that are considered "resources".	P I U H	G2 K3	3			(V) Knowledge of resources (C) Resources
2. The student knows the composition, structure, distribution, and uses of bedrock.	P I U H	K3 K6 K7	1 3			
3. The student knows the types, distribution, and uses of non-metallic mineral resources.	P I U H	K5 K6 K7	1 3			
4. The student knows the types, distribution, and uses for mineral chemicals.	P I U H	K5 K6 K7	1 3			
5. The student knows the types, distribution, and uses of mineral fertilizers.	P I U H	K5 K6 K7	1 3			
6. The student knows types, distribution, and uses of metals.	P I U H	K5 K6 K7	1 3			
7. The student knows the composition, origins, distribution, and uses of major types of mineral fuels, including coal, petroleum and natural gas.	P I U H	K5 K6 K7	1 3		6.4.3	

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6. Geography
6.3 Cultural geography

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.3.1 Introduction to cultural geography						
1. The student knows the location and use of print and nonprint materials related to cultural geography.	P I U H	K6	6			(V) Inquiring (V) Knowledge of resources
2. The student knows that cultural geography deals with the study of humankind adjusting collectively to the natural environment.	P I U H	K3	3			
3. The student knows that cultural geography as a field of study draws from social, biological and physical sciences, in the attempt to identify and explain relationships existing between a) the distributions of people and their activities, and b) the distribution of physical conditions.	I U H	K3 K7	3			(V) Cultural knowledge
4. The student knows that cultural geography involves qualitative (identifying and describing) and quantitative (measuring distribution) studies of cultural phenomena and their relationship to physical environment.	I U H	K3	3			
5. The student knows methods used by the cultural geographer in gathering and interpreting data (e.g., direct field observation, interviewing, surveys, statistical analysis, secondary research).	I U H	K2 K7	4			

6. Geography
6.3 Cultural geography

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.3.1 Introduction to cultural geography (Cont.)						
6. The student knows historic and contemporary theories advanced by geographers to explain and interpret the interrelationship of natural environment and culture.	I U H	K3 K7	3			
7. The student knows that ultimately, all human beings depend for their living on resources which are elements of natural systems (water, air, soil, plants, etc.)	P I	G1 K6	3			(V) Knowledge of resources (V) Interdependence
8. The student knows that only about 30% of the earth's land surface possesses geographic conditions suitable for human life.	P I U H	G2 K3	3			
9. The student knows ways that humanity's varied uses of similar habitats are related to differences in cultural beliefs and values.	P I U H	K3 K8 K10	3			

6. Geography
6.3 Cultural geography

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concern / (V) Value Words
6.3.2 Agriculture (See also: 4.3.4 Past cultures; 4.3.5.5 Technology and economy; 5.2 Historical responses to scarcity)						
1. The student knows meanings of the term "agriculture", as used in geography (e.g., ways human populations obtain and replenish supplies of food, raw materials yielded by bodies of other organisms).	P I	K1 K2	3			
2. The student knows distinctions between "primitive" and "commercial" as major categories of agriculture (e.g., modes, sizes, complexity of technological, social, economic systems supporting production and distribution of food, materials derived from plant and animal bodies).	P I U H	K5	3			
3. The student knows characteristics distinguishing major types of primitive agriculture, including: a) nomadic hunting-gathering; b) nomadic herding; c) shifting; d) sedentary; e) intensive subsistence.	P I U H	K3 K5	3			
4. The student knows characteristics distinguishing major types of commercial agriculture, including: a) plantation; b) mediterranean; c) livestock ranching; d) crop farming - grain or fibers; e) livestock and crop farming; f) horticulture; g) dairying.	P I U H	K3 K5	3			

6. Geography
6.3 Cultural geography

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.3.2 Agriculture (Cont.)						
5. The student knows that primitive modes of agriculture exist today in places where the environment, economy or technology of the people make other ways of life difficult, (e.g., nomadic pastoralism where grass is scant, as in a desert) or where an isolated population has long maintained equilibrium with habitat's life support capacity, retaining traditional beliefs and practices.	I U H	G2 K3	3			
6. The student knows that the earliest known stage of cultural development is represented by gathering and hunting cultures.	P I	G2 K3	1 3			
7. The student knows ways in which humans may have learned to domesticate animals (e.g., from following "wild" herds for hunting to collecting herds of animals that could be controlled by a family or tribe, trained to carry, pull, etc.).	P I	K3	3			
8. The student knows that the transition from nomadic to sedentary agriculture (i.e., "farming" the land) led, for the first time, to surplus production and the opportunity to accumulate goods and wealth.	P I	G2 K8				
9. The student knows that the major objective of Plantation agriculture is the production of surplus amounts of a specific crop such as bananas, cocoa, coffee.	P I	G2 K3	3			

6. Geography
6.3 Cultural geography

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.3.2 Agriculture (Cont.)						
10. The student knows that livestock ranching depends on extensive livestock grazing, usually on dry lands with short grass or shrub vegetation.	P I	G2 K3	3			
11. The student knows that crop and livestock farming (mixed farming) features the cultivating of crops partly for sale and partly for fodder to feed farm animals that are sold for meat.	P I	G2 K3	3			
12. The student knows that mixed crop farming relies heavily on the practice of crop rotation to prevent fallowing of the land.	P I	G2 K3	3			
13. The student knows that mechanization of farming both requires and permits mass output of standardized commodities.	P I	G2 K7 K8	3			(V) Productivity (C) Industrialization
14. The student knows that industrialization of agriculture leads to larger-sized enterprises, either by consolidation of adjacent small farms or by integration of widely scattered holdings.	P I	G2 K7 K8	2 3			(C) Industrialization

6. Geography
6.3 Cultural geography

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.3.2 Agriculture (Cont.)						
15. The student knows factors involved in the growth of dairy farming as an industry (e.g., urbanization, demands from cities for milk, cream, butter, cheese, etc. which could not be produced in cities; advances in technologies of milk preservation, processing, transportation - pasteurization, refrigeration, milking machines, etc.; mass advertizing to sustain or increase demand).	P I	K3 K8	2 3			
16. The student knows that modern livestock production may involve open-range grazing, followed by "fattening" in feed lots, often located near railway and/or slaughterhouse facilities (e.g., raising cattle in American southwest, shipment to midwestern feed lots and processing plants).	P I	G2 K3 K7	3			
17. The student knows that grain farms today are usually the largest of all cropgrowing enterprises and the most mechanized.	P I	G2 K3	3			
18. The student is able to relate particular modes or types of agriculture to the physical locations or habitat conditions (climate, terrain, etc.) for which they are adapted.	P I U H	P44	3 6			

6. Geography
6.3 Cultural geography

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.3.2 Agriculture (Cont.)						
19. The student is able to relate particular modes or types of agriculture to modes or features of social, political, technological, or economic organization supporting them (e.g., nomadic cultures and tribal organization, division of labor by sex, property ownership limited to movable items; plantation farming and use of cheap, abundant labor force, usually of different race than owner-managers, well-developed systems of trade and exchange).	I U H	P44	3 6			
20. The student knows factors that have affected the change from small, privately-owned and operated farms to large, corporation-owned and operated farms.	I U H	K3 K4	2 3			
21. The student knows that the possibility of maintaining an adequate food supply depends upon complex changes in human use of farmland, and in social attitudes and practices (e.g., intensive farming, family size, dietary changes).	P I U H	K3 K8	3			(V) Maintenance of resources (V) Flexibility-adaptability
22. The student knows issues and problems related to the technology of modern commercial agriculture (e.g., dependence on petroleum derivatives to fuel machinery, fertilize crops; accumulation of carcinogens, toxic substances in soils, waters, and organisms at top of food chain due to prolonged mass use of chemical fertilizers, pesticides, etc.).	I U H	K3	7			(V) Knowledgeability

6. Geography
6.3 Cultural geography

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.3.2 Agriculture (Cont.)						
23. The student knows issues and problems related to the regulation or management of modern commercial agriculture (e.g., public vs. private control; effectiveness of quotas, subsidies, etc. to meet short and long-term needs of domestic producers, domestic and foreign consumers; effect of dominant producing nations' policies, practices on health, well-being world's populations, particularly as climatic changes occur).	I U H	K3	7			(V) Knowledgeabilit
24. The student is able to use appropriate models for analysis of factors involved in public issues related to modern commercial agriculture.	I U H	P43	7			
25. The student is able to use an appropriate model to analyze or evaluate alternatives to policies, practices, products, etc. characterizing modern commercial agriculture.	I U H	P43 P63	7			

6. Geography
6.3 Cultural geography

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.3.3 Manufacturing (See also: 4.3.4 Past cultures; 4.3.5.5 Technology and economy; 5.2 Historical responses to scarcity)						
1. The student knows the meaning of the term "manufacturing" as used in geography (e.g., making things; ways people organize human and environmental resources - labor, time, space, materials - to produce "new" objects).	P I	K1 K2 K3	3			
2. The student knows characteristics distinguishing major categories (types, modes) of manufacturing, including: a) handicraft, b) cottage, c) factory.	P I U H	K3 K5	3			
3. The student knows that handicraft is the earliest known mode of manufacturing, suited for the conditions of nomadic life and still the dominant mode in isolated nomadic societies.	P I U H	G2 K3	7			
4. The student knows that while handicraft is no longer the only source of finished goods, it is still practiced for a variety of purposes (e.g., satisfaction of artistic expression, need or desire for non-standard or custom-made items, practical necessity).	P I U H	G2 K3	3			

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.3.3 Manufacturing (Cont.)						
5. The student knows familiar products or activities exemplifying handicraft as a mode of manufacturing.	P I U H	K3	3			
6. The student knows modes or characteristics of agriculture, social organization, economic organization, etc. with which the development of cottage manufacturing is associated (e.g., transition to settled life, permanent locations and shelters where members of a family could work together to make products for themselves, for trade, accumulate reserves).	P I U H	K4 K6 K8	3			
7. The student knows examples of cottage manufacturing in various times and places.	P I U H	K3 K6	2			
8. The student knows factors associated with the transition from cottage - to factory - dominated modes of production (e.g., technological innovations; urbanization; specialization of production sites, labor, with workers going to work for wages, each to do a particular process repeatedly on many many objects).	P I U H	K3 K4 K8	3 3			(C) Industrialization (C) Urbanization (C) Specialization
9. The student knows ways in which factory manufacturing has brought more and more people into the cities.	I U H	K3 K8	2		6.4.7	(C) Urbanization

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.3.3 Manufacturing (Cont.)						
10. The student knows meanings of the terms "specialization of labor" and "automation" as aspects of factory manufacturing.	I U H	K1 K2	3			(C) Specialization
11. The student knows meanings of the terms "assembly line" and "mass production" as they relate to factory manufacturing.	P I	K1 K2	3			
12. The student knows that factory manufacturing both depends on and creates demand for standard commodities.	P I U H	G2 K3 K8	3			
13. The student knows that industrialization means manufacturing with power tools, a large capital investment, a division of labor and the exchange of goods in a money economy.	I U	K3	3			(C) Industrialization
14. The student knows that factory (industrialized) manufacturing has led to a higher standard of living for many people while at the same time it has endangered their health through pollution and damaged the landscape.	U H	K4 K8	2			(V) Judgment
15. The student is able to distinguish between factory manufacturing's contributions to the quality of human life and its detrimental affects on same.	P I U H	P45	6 7			(V) Judgment

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.3.4 Marketing						
1. The student knows meanings of the term "marketing" as used in geography, economics, and business.	P I U H	K1 K2 K3	3			
2. The student knows that the history of marketing (trade, exchange, distribution of goods from producers to consumers) shows a progression from local to regional to national to international systems, with all types still in evidence today.	I U H	G2 K4	2 3			
3. The student knows distinctions among local, regional, national, and international markets.	I U H	K3 K5	3			
4. The student knows innovations in agriculture, manufacturing, and transportation associated with the rise of local markets (e.g., domestication of animals, cultivation of crops, with surpluses available for trade; settlement of towns as trade centers with routes to and from farms).	I U H	K6	3			
5. The student knows innovations in agriculture, manufacturing, and transportation associated with the rise of regional, national, and international markets.	I U H	K5 K6	3			

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.3.4 Marketing (Cont.)						
6. The student knows examples of relationships between markets and historic settlement patterns (e.g., early cities occupied sites that allowed inhabitants to control or use basic resources, trade routes; grew or declined in proportion to amounts of trade).	I U H	K6 K8	2 3			
7. The student knows that present day large European cities have seen continued settlement since prehistoric times because of their location on or near land or water trade routes.	I U	G2 K4 K6	2			
8. The student knows ways in which market locations influence industrial development (e.g., industries such as bakeries, newspapers, need to be close to the consumers; many industries need a prestige location such as New York, Paris, where they can use the network of transportation facilities that converge there and serve other market regions; some industries provide other industries with components for manufacturing and must be near this market).	I U H	K6 K8	3			
9. The student knows meanings of terms needed for description or analysis of markets (e.g., network, exchange, producer, consumer).	I U H	K1 K2	3			

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.3.5 Population (See also: 10.6.1 Population studies [demography])						
1. The student knows characteristics of populations which may be statistically studied or described, including: composition, size, density, geographic distribution; growth, migration and settlement patterns.	I U H	K2 K3 K4 K6	3			(C) Population
2. The student knows factors or characteristics by which a population's composition may be described (e.g., statistical distribution by age, sex, ethnicity or race, religion, occupation, levels of education or income; any characteristic by which its members may be "typed").	I U H	K2 K5	3			
3. The student knows accurate current data relating to the world's population, including: size, distribution (locations, densities), growth rate.	I U H	K3	1			
4. The student knows agencies or institutions that compile or publish demographic data (population statistics), the subjects or types of materials available from them, and ways these may be obtained.	I U H	K6 K7	6			
5. The student knows that the term "population dynamics" refers to the changes, processes, and cycles that occur as populations interact with their habitats or environments over long periods of time.	I U H	K2 K3 K4 K6	3			

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.3.5 Population (Cont.)						
6. The student knows types of factors influencing population growth or decline, or patterns of migration and settlement, including: limiting factors, density-dependent factors, density-independent factors.	U H	K2 K4 K8	1 3			
7. The student knows basic principles of population dynamics, as understood by modern biological and social scientists.	I U H	G1 K4 K8	3			
8. The student knows bases upon which social scientists and statisticians project future population growth rates, trends, etc.	I U H	K2 K3 K7	3 4			
9. The student is able to use population statistics and principles of population dynamics as appropriate for analysis of modern issues and problems.	I U H	P63	6 7 9	5		(V) Knowledgeability (V) Resourcefulness (V) Problem-solving

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.3.6 Transportation						
1. The student knows meanings of terms for principal aspects of transportation, including: mode, medium, network, linkage, route, terminal, carrier, freight, passenger, etc.	P I U	K1 K2 K3	3 5			(V) Cultural knowledge (V) Cultural skills (V) Tools (V) Invention
2. The student knows the meanings of the terms circulation, technology and volume as they relate to the study of transportation.	I U H	K1 K2 K3	3			See goal 1. Also: (C) Technology
3. The student knows reasons why it has always been important for people to be able to move themselves, and the materials they need or want, from one place to another; i.e., to have ways of carrying things and routes they can safely carry them on.	P I	K3 K8	3			See goal 1. Also: (V) Access to resources (C) Social needs (C) Mobility
4. The student knows basic requirements for human travel or the transportation of goods (e.g., knowledge of routes, hazards, routes with water, food available or means of preserving, carrying them; weapons or social arrangements for safe passage; equipment and techniques for locating oneself, finding destination).	P I U H	K3 K9	2 3			See goal 1. Also: (V) Access to resources (C) Social needs
5. The student knows geographic features that provide natural routes for human travel, migration, or transportation, (e.g., rivers, plains, mountain passes).	P I	K3 K6	2 3			(V) Knowledge of resources

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.3.6 Transportation (Cont.)						
6. The student knows types of geographic features that form natural hazards or barriers to human travel, migration or transportation (e.g., mountain ranges, deserts, swamps, river cataracts, ice).	P I	K3 K6	2 3			See goal 1.
7. The student knows ways in which the oceans of the world function as both routes for and barriers to human travel, migration and transportation.	P I	K3 K6	2 3			See goal 1. Also: (V) Knowledge of resources
8. The student knows that transportation needs (e.g., protection, maintenance, development of routes and terminals; of facilities for producing carriers, power sources) are important factors in a nation's political and economic decision making, and have influenced the historic development of weaponry, architecture, engineering, military strategy, etc.	I U H	G2 K4 K8 K9	3			See goal 1. Also: (V) Access to resources (V) Maintenance of resources (V) Preservation of resources (C) Social needs
9. The student knows types of carriers, power sources and routes in use today for land, water, and air transport.	P I	K3 K5 K7	3			See goal 1. Also: (C) Technology
10. The student knows major stages in the development of transportation technology and modes of economic or social organization with which they are associated.	I U H	K3 K4 K6	2 3		4.3.5.5 5.1.2 6.3.2 6.3.3 6.3.4	See goal 1. Also: (C) Technology

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.3.6 Transportation (Cont.)						
11. The student knows areas of human knowledge associated with the development of travel by sea (e.g., navigation, mathematics, astronomy, construction, engineering).	I U H	K3	2 3		3.2	See Goal 1. Also: (C) Technology
12. The student knows ways in which ocean and wind currents have been utilized or have influenced the routes and equipment used for sea travel and transport.	I U H	K7 K8	2 3			See goal 1.
13. The student knows characteristics of navigation systems developed and used by peoples of various times and places.	P I U H	K2 K3	2			See goal 1. Also: (V) Problem-solving
14. The student knows ways in which peoples of various times and places transmitted navigation knowledge and skills from one generation to the next.	P I U H	K3	2 3			See goal 1. Also: (V) Educating (V) Knowledge of resources
15. The student knows ways in which peoples in various times and places have dealt with the hazards of storms, starvation, etc. involved in sea travel and transportation.	P I U H	K3	2			See goal 1. Also: (V) Problem-solving
16. The student knows factors which make a river or port usable for purposes of travel and transportation (e.g., ice-free, clear channel).	P I U H	K3 K9	2 3			See goal 1. Also: (V) Knowledge of resources (V) Access to resources

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.3.6 Transportation (Cont.)						
17. The student knows ways in which the location and navigability of rivers and ports, and their proximity to farmlands, roads, etc. has affected human settlement patterns at various periods in history.	P I U H	K3 K6 K8	2			See goal 1.
18. The student knows ways in which humans at various times and places have attempted to alter the courses or depths of waterways, or to clear them of natural hazards (e.g., canal building, dredging, building dams and locks).	P I U H	K3	2			See goal 1. Also: (V) Access to resources (V) Maintenance of resources (V) Perseverence (V) Problem-solving
19. The student knows ways in which humans at various times and places have solved the problem of getting across rivers that lie in the way of land routes (e.g., ferries, bridges, fords).	P I U H	K3 K7	2			See goal 1. Also: (V) Access to resources (V) Perseverence (V) Problem-solving
20. The student knows types of bridges built and used by people of various times and places, materials and techniques used in construction, and contexts in which they were designed or adapted.	P I U H	K5 K6 K7	2			See goal 1.
21. The student knows transportation routes and technology associated with mass migrations of human populations at various periods in history (e.g., wagons, trails, etc. westward across North America).	P I U H	K3 K6	2			See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.3.6 Transportation (Cont.)						
22. The student knows principal land or sea trade routes used at various periods in history, and the peoples, problems, inventions, goods, etc. associated with each.	I U H	K3 K6	2		6.3.4	See goal 1.
23. The student knows ways in which peoples of various times and geographic settings have overcome problems involved in transporting heavy or dangerous materials, or in transporting large quantities of materials at a time.	P I U H	K3 K7	2 3			See goal 1. Also: (V) Problem-solving
24. The student knows equipment, raw materials, and construction techniques used for building and maintaining roads at various periods in history, the people(s) who built or used them, and factors affecting their design.	P I U H	K1 K3 K8	2 3			See goal 1.
25. The student knows factors involved in the development of transportation by rail (e.g., inventions and inventors; historic, economic contexts; engineering and social problems involved in planning and constructing routes and terminals).	P I U H	K3 K4 K6	2 3			See goal 1.
26. The student knows ways in which the development of transcontinental railways changed modes or patterns of settlement, commerce, and industrial organization in Europe and North America.	I U H	K3 K8	2			See goal 1. Also: (C) Urbanization (C) Industrialization (C) Mobility

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.3.6 Transportation (Cont.)						
27. The student knows materials used to power trains at various stages of their development, and problems involved in their use.	P I U H	K3	2			
28. The student knows reasons why railway lines often follow earlier transportation routes.	P I U H	K3	2 3			
29. The student knows direct and indirect effects of railroad development on natural environmental systems.	P I U H	K8	2 3			
30. The student knows factors involved in the development of automotive travel and transportation (e.g., inventions, inventors; historic and economic contexts; engineering and manufacturing problems; power sources).	P I U H	K3 K4 K6	2 3			See goal 1.
31. The student knows ways in which the development of automobiles, transcontinental highways, cities as we know them, and suburbs as we know them, are interrelated.	P I U H	K3 K4 K8	3			See goal 1.
32. The student is able to analyze effects of automobile manufacturing, marketing and use on the economies, political and social systems, or natural environments of particular regions, nations, or communities.	I U H	P45	7			See goal 1. Also: (V) Inquiry

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.3.6 Transportation (Cont.)						
33. The student knows ways in which rail commerce and travel were/or are affected by the development of the trucking industry (over-the-road rigs, etc.).	I U H	K3 K8	2 3			See goal 1.
34. The student knows types of automotive vehicles used for various kinds of travel or transport, and conditions for which they were designed or adapted.	P I	K3	3			See goal 1. Also: (V) Modifying
35. The student knows ways in which various nations have dealt with the problems of funding, managing, and maintaining systems of public land transportation (e.g., public vs. private ownership; private ownership with supplementary public funding, governmental regulation).	I U H	K3	2 3 6			See goal 1.
36. The student knows factors involved in the development of air travel and transport (e.g., inventions; problems of engineering, manufacturing, operating planes, airports; socio-economic, historic contexts, power sources).	P I U H	K3 K4 K6	2 3			See goal 1.
37. The student knows factors involved in the development of routes, equipment and facilities for transcontinental and trans-oceanic flight.	P I U H	K3 K4 K6	2 3			See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.3.6 Transportation (Cont.)						
38. The student knows types of airplanes, terminals, navigation and flight control systems, etc. characterizing various stages in the development of modern air transport, and purposes for which they were developed or adapted.	P I U H	K3 K4 K7	2 3			See goal 1.
39. The student knows ways in which the development of modern air travel and transport has altered political, economic, and social relationships within or among nations.	I U H	K3 K8	2 3			See goal 1.
40. The student is able to analyze effects of modern air travel and transport on patterns of settlement, industrialization, marketing, consumer habits, etc. in particular countries, regions, or communities.	I U H	P45	7			See goal 1. Also: (V) Inquiry
41. The student knows factors considered in planning air transport routes, traffic patterns, landing fields, etc. (e.g., natural land features, climatic conditions; economic factors: supply and demand, volume and types of goods or people, costs of constructing facilities; safety of passengers, crews, land populations; noise and air pollution problems; government regulations).	I U H	K3 K9	3 10			See goal 1. Also: (V) Planning

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.3.6 Transportation (Cont.)						
42. The student knows factors involved in systems for shipment of goods by more than one mode of transport (e.g., transport of containers by ship to trucks or railcars and on; co-ordination of warehousing, loading and unloading facilities of railroads, trucking, air freight industries).	I U H	K3	3			See goal 1. Also: (V) Planning
43. The student knows interrelationships of systems that carry goods and people with systems that carry information (comparability of transportation and communication networks; historic and geographic relationships of rail and telegraph lines, airlines and radio, etc.).	U H	K6 K8 K10	3			See goal 1. Also: (V) Insight (C) Communication
44. The student knows ways in which the development of modern transport systems has affected human orientations to (or perceptions of) space and time; (e.g, the "shrinking world").	U H	K3 K6 K8	2 3			See goal 1. Also: (V) Self-knowledge (V) Insight
45. The student knows varieties of maps used by modern planners, engineers, builders, etc. as transportation networks or new routes or facilities are developed.	I U H	K2 K5	5		6.1.3.2	See goal 1. Also: (V) Planning
46. The student is able to interpret relevant information from maps used in the planning or construction of transportation networks, routes or facilities.	I U H	P41	5	5	6.1.3.2	See goal 1.

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COURSE GOALS	Level P/I/U/H*	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.3.6 Transportation (Cont.)						
47. The student knows varieties of maps produced as guides for users of particular types of transportation routes (e.g., road maps; maps of bus, railway, airline routes and terminals; marine navigation charts, air navigation charts), and types of relevant information displayed by each.	P I U H	K2 K5	5		6.1.3.2	See goal 1. Also: (V) Knowledge of resources
48. The student knows conventions used to represent significant information about routes, hazards, facilities, etc. on particular types of transportation maps.	I U H	K2	5		6.1.3.2	See goal 1. Also: (V) Knowledgeability
49. The student knows frames of reference used to identify positions, directions, distances, etc. on particular types of transportation maps (e.g., latitude-longitude; LORAN lines; vectors; street names and block numbers) and real (sensory) phenomena to which a user would relate them (e.g., sightings of sun, stars; visual or auditory signals from fixed transmitters; street and highway signs).	I U H	K2 K7 K9	5		6.1.3.2	See goal 1. Also: (V) Knowledgeability
50. The student is able to use an appropriate map to plan or follow an efficient route to a particular destination.	P I U H	P41 P62 P65	3 5	5	6.1.3.2	See goal 1. Also: (V) Planning (V) Competence (V) Resourcefulness (V) Self-reliance

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.3.6 Transportation (Cont.)						
51. The student is able to distinguish between natural and man-made transportation routes shown on a map.	P I	P45	5			See goal 1.
52. The student is able to distinguish among various types of transportation routes shown on a map (e.g., highways vs. railway lines vs. unimproved roads).	P I	P45				See goal 1. Also: (V) Competence
53. The student is able to determine, from appropriate maps, relationships existing between transportation routes and the factors affecting their locations or uses (e.g., identify natural controls to road patterns, account for absence of transportation routes in particular area of topographic map).	P I U H	P41 P42	5 6			See goal 1. Also: (V) Knowledgeability

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.3.7 Urban studies						
1. The student knows that urban studies is the investigation of urban areas, including both central cities and their metropolitan regions.	P I U H	K3	3			(V) Inquiry (V) Cultural knowledge (V) Cultural skills (C) Urbanization
2. The student knows that urban studies is the systematic analysis of urban location, origins, growth patterns, functions, shape, size, spacing, and trends.	I U H	K3	3			See goal 1.
3. The student knows basic needs of people in an urban area (i.e., air, water, food, waste disposal, housing, transportation, recreation, police and fire protection, government, and economic base).	P I U H	K3 K9	2 3			See goal 1. Also: (C) Social needs
4. The student knows key terms used to describe urban areas including: urban, rural, central city, and suburban.	I U H	K1 K2	3			See goal 1. Also:
5. The student knows the factors that have led to the transition of America from rural to urban society (i.e., 1790 - 5% urban; 1970 - 70% urban).	I U H	K3 K4 K8	2 3			See goal 1. Also: (C) Change
6. The student knows that urbanization has been a major trend associated with world population growth.	P I U H	G1 K4	2			See goal 1.
7. The student knows effects of world wide urbanization on the quality of life, the natural environment, resources, the economy, or human culture.	P I U H	K8	2 3			See goal 1. Also: (C) Change (C) Interdependence

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.3.7.1 Location						
1. The student knows that urban location depends upon the factors of culture, site (physical characteristics of a place) and situation (relationship of a place to a surrounding area).	I U H	K3	3			(V) Cultural knowledge
2. The student knows key terms used to describe urban location factors including cultural, site, situation.	U H	K1 K2	3			See goal 1.
3. The student knows effects of culture on urban location.	P I U H	K3 K8	2			See goal 1. Also: (V) Insight
4. The student knows the relationship between the origin of cities and the Agricultural Revolution, the Commercial Revolution, and Industrial Revolution.	I U H	K8 K10	2			See goal 1. Also: (C) Urbanization
5. The student is able to recognize cultural factors that determined the location of an urban area being studied.	I U H	P43	6			See goal 1. Also: (V) Insight
6. The student knows effects of a place's physical characteristics on urban location.	P I U H	K8 K10	3			See goal 1.
7. The student knows the site factors in urban location including: landforms, transportation access, water supply, timber supply, mineral deposits, climate, soil.	I U H	K2 K3	3			See goal 1. Also: (V) Access to resources

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.3.7.1 Location (Cont.)						
8. The student is able to recognize the site factors that determined the location of an urban area being studied.	I U H	P43 P52	3 6			See goal 1. Also: (V) Insight
9. The student knows the effects of a place's situation (relationship to surrounding area) on urban location.	P I U H	K8	3			See goal 1.
10. The student knows the situation factors in urban location including agricultural lands, fishing grounds, mineralized areas, market areas, political areas.	P I U H	K2 K3	3			See goal 1. Also: (V) Access to resources
11. The student is able to recognize the situation factors that determined the location of an urban area being studied.	P I U H	P43 P52	3			See goal 1. Also: (V) Insight
12. The student knows meanings of the term "function" as used in the description or analysis of urban locations.	I U H	K2	3			See goal 1. Also: (C) Function

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.3.7.2 Patterns						
1. The student knows meanings of the terms "dispersed" and "agglomerated" as used in description or analysis of urban patterns.	I U H	K1 K2	3			(V) Cultural knowledge
2. The student knows meanings of the terms "city" and "suburb."	P I	K1 K2	3			See goal 1.
3. The student knows that the relationship between suburban and central city areas is primarily economic.	P I U H	G2 K3 K6	3			See goal 1.
4. The student knows that central city areas differ from suburban because of their special economic base (e.g., agriculture, mining, shipping).	I U H	G2 K3 K6	3			See goal 1.
5. The student knows that the economic base of urban areas is determined by the availability of income, key industries, community and business services.	U H	G2 K3 K6	3			See goal 1.
6. The student knows that those cities experiencing continued growth are characterized by a well developed economic base.	P I U H	G2 K3 K4	2 3			See goal 1.
7. The student knows that one of the main functions of cities and towns is to supply the surrounding area with goods and services.	P I U H	G2 K3 K7	3			See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.3.7.2 Patterns (Cont.)						
8. The student knows that, in general, larger urban areas offer a wider variety of services and products than do smaller population centers.	P I	G2 K5	3			See goal 1.
9. The student knows the effect of the trade area concept on a network of cities.	U H	K8	3			See goal 1.
10. The student knows ways in which neighborhoods are dependent upon one another and on the larger community.	P I	K3	2 3			See goal 1. Also: (C) Interdependence
11. The student knows ways that transportation availability, terrain, resources of area, and cultural background of immigrants affect city growth patterns.	P I U H	K3 K6 K8	2 3			See goal 1.
12. The student knows that decisions concerning urban development are affected by land use patterns developed in earlier generations (e.g., urban freeways superimposed on narrow streets of pre-auto society).	P I U H	G2 K4 K8	2 3			See goal 1.
13. The student knows that the concentric ring theory (E. W. Burgess, 1923) and sector theory (Homer Hoyt, 1936-39) are means of explaining the stages of growth of urban areas.	U H	K2 K7	3			See goal 1.
14. The student knows the principle upon which the concentric ring theory is based, (i.e. cities develop in concentric rings outward from the earlier built up area).	H	G1 K4 K6	3			See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.3.7.2 Patterns (Cont.)						
15. The student knows the principle upon which the sector theory is based (i.e., cities develop in sectors based on the interaction of transportation routes, commercial-industrial development, housing quality, and socio-economic groups).	H	G1 K4 K6	3			See goal 1.
16. The student knows the terms used to describe shapes of cities including shoestring, rectangular, star, crescent, and irregular.	H	K1 K2 K3	3			See goal 1.
17. The student knows the terms commonly used to describe urban land use patterns including commercial, industrial, residential, open space, public or semi-public, and streets.	I U H	K1 K2 K3	3			See goal 1.
18. The student knows the kinds of commercial land use including: commercial strips, shopping malls, neighborhood shopping areas, wholesalers, financial institutions.	I U H	K5	3			See goal 1.
19. The student knows the kinds of industrial land use including heavy industry and light industry.	I U H	K5	3			See goal 1.
20. The student knows kinds of residential land use including single-family dwellings, multiple family dwellings, apartments, and condominiums.	P I U H	K5	3			See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.3.7.2 Patterns (Cont.)						
21. The student knows the kinds of open space land use including parks, farms, playgrounds, vacant land, forests, rivers, lakes, flood plains, and yards.	P I U H	K5	3			See goal 1.
22. The student knows the kinds of public or semi-public land uses including schools, churches, government facilities, hospitals, parks, utilities, airports, railroads.	P I U H	K5	3			See goal 1.
23. The student knows kinds of streets, including: street, highway and freeway.	P I	K5	3			See goal 1.
24. The student knows the effects of street grid systems on urban development and access.	I U H	K6 K8	2 3			See goal 1.
25. The student knows the terms used to describe street grid systems including: rectilinear, curvilinear, radial and linear.	U H	K1 K6	3			See goal 1.
26. The student knows the advantages and disadvantages of different street grid systems.	I U H	K3	2 3			See goal 1.
27. The student is able to identify the street grid systems used in an urban area being studied.	U H	P33 P43	3			See goal 1.
28. The student knows the characteristics of density and development attributed urban, suburban and rural areas.	P I U H	K3 K5 K6	3			See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.3.7.2 Patterns (Cont.)						
29. The student is able to identify urban, suburban and rural development patterns in an area being studied.	P I U H	P33 P43	3			See goal 1.
30. The student knows that transportation routes (water, rails, highways, etc.) often influence the nearby development of linear urban growth (e.g., freeways and urban sprawl) and land use (e.g., railroads and industrial use).	U H	K4 K6 K8	2 3			See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.3.7.3 Size and spacing						
1. The student knows the terms used to describe urban size, including: hamlet, village, town, city, metropolitan center, megalopolis.	I U H	K1 K3 K6	3			(V) Cultural knowledge
2. The student knows the relationships that exist between sizes of cities and their numbers and spacing.	U H	K6 K8	3			See goal 1.
3. The student knows the ways in which the size of a city depends on its economic base.	I U H	K3 K6 K8	3			See goal 1.
4. The student knows terms used to describe urban spacing including: central place city, break of bulk city (transfer point), specialized service sity, urban network, and hinterland.	U H	K1 K3 K6	3			See goal 1.
5. The student is able to identify the characteristic urban spacing and size patterns that exist in an area being studied.	U H	P43 P45	3			See goal 1.
6. The student knows ways that the size and spacing of cities are affected by time, cultural preference of the population, proximity of a nearby metropolis.	I U H	K6 K8	2 3		6.3.7.1	See goal 1.
7. The student knows that many cities are central place cities, serving as a trade and social center for a surrounding area.	I U H	K1 K3 K6	3			See goal 1.

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6.3.7.3 Size and spacing (Cont.)						
8. The student knows various services which central place cities characteristically provide for their areas, including: trade, transportation, communication, manufacturing, education, recreation-culture, professional and financial services.	I U H	K6 K7	2 3			See goal 1.
9. The student knows relationship of urban size to the diversity and number of services a central city provides (i.e. the larger the city the greater the diversity and number of services).	U H	K6 K8 K10	2 3			See goal 1.
10. The student knows effects of a uniformly productive hinterland on the central location and regular spacing of cities.	H	K6 K8	2 3			See goal 1.
11. The student knows that many cities are break-of-bulk cities (transfer points for cargo from one form of transportation to another) whose spacing and location are usually determined by physical factors such as rivers, falls, harbors, lakes, seaports, and natural canal, rail or highway corridors.	U H	G2 K6 K8	3		6.3.7.1	See goal 1.
12. The student knows effects of physical factors on the spacing and location of break-of-bulk cities.	U H	K6 K8	2 3			See goal 1.

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6.3.7.3 Size and spacing (Cont.)						
13. The student knows that many cities are specialized service cities (often manufacturing and recreation) whose spacing, size and location are determined by nearby natural resources.	U H	G2 K6 K8	3			See goal 1.
14. The student knows the effects of local natural resources in the development of specialized service cities.	I U H	K6 K8	2			See goal 1.
15. The stueent is able to distinguish between central place cities, break-of-bulk cities and specialized service cities in an area being studied.	U H	P45	3 6			See goal 1.
16. The student knows that "urban network" refers to a regional group of interdependent cities and towns, often focused on one major metropolitan center.	U H	K1 K2 K6	3			See goal 1.
17. The student knows that an urban network is a dynamic entity having many complex interrelationships among its component variables (e.g., between sizes of cities and their numbers and spacing).	U H	K3	3			See goal 1.
18. The student knows the characteristics of an urban network (network of cities), including a hierachy of many small urban places depending on a few large ones, and large urban places serving a network of smaller ones and a hinterland.	U H	K3	2			See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.3.7.3 Size and spacing (Cont.)						
19. The student knows factors that influence development of urban networks (e.g., accessibility, transportation, proximity of services, variety of services and businesses, communication, and trade).	U H	K4 K6 K8	2 3			See goal 1. Also: (C) Urbanization
20. The student is able to classify urban networks in an area studied, based on trade, transportation and communication patterns.	U H	P33	3 6			See goal 1.
21. The student knows common types of urban networks including trade areas, transportation networks, and communications areas.	U H	K5 K6	3			See goal 1.
22. The student knows that urban accessibility depends primarily on travel time and distance within an urban area or urban network.	I U H	K3 K6	3			See goal 1.
23. The student knows factors influencing accessibility of urban centers including: adequate roadways, air and land transportation facilities.	P I U	K3 K6 K8	3			See goal 1.
24. The student knows problems associated with urban accessibility, (e.g., traffic congestion, urban sprawl, airports, railroads, freeways and street systems, mass transit, bike and pedestrian travel, use of private auto, job and home location, choice of shopping and recreation, industrial location).	P I U H	K3	2 7		8.7.3.6	See goal 1. Also: (V) Social concern

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.3.7.3 Size and spacing (Cont.)						
25. The student knows the urban access problems which are characteristic of an area being studied.	P I U H	K3	3			See goal 1. Also: (V) Social concern (V) Access to resources
26. The student knows effects of urban access on urban size, spacing, expansion, development, decay, and environmental quality.	I U H	K4 K6	2		6.4.3	See goal 1. Also: (C) Urbanization

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.3.7.4 Urban trends and problems (See also: 5.9.5 Regional and urban economics; 8.7.3.6 Urban government; 10.6.4.3.5 Urban problems)						
1. The student knows that major urban trends throughout recent history have been technological change, migration to cities, and growth of urban regions.	I U	G2 K4	2 3			(V) Social concern (V) Knowledgeability (V) Social responsibility
2. The student knows effects of technological change on cities, including urbanization, industrialization, commercial development, modes of transportation, recreational opportunities, and resource utilization.	I U H	K3 K8	2 3			See goal 1. Also: (C) Urbanization (C) Industrialization (C) Social change
3. The student knows implications of continuing technological change in urban areas.	I U H	K4 K6 K8	3			See goal 1. Also: (C) Social change
4. The student is able to recognize the effects of technological change in an urban area being studied.	I U H	P41 P42 P43	3			See goal 1.
5. The student knows the relationship between migration to cities and the change in America from rural to an urban society.	U H	K4 K6 K8	2 3		6.4.7 6.4.8	See goal 1. Also: (C) Urbanization
6. The student knows the characteristic patterns of American migration to cities, including rural to urban, central city to suburban, urban to urban, East to West, and rural South to urban North.	U H	K4 K6	2 3			See goal 1

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6.3.7.4 Urban trends and problems (Cont.)						
7. The student knows the effects of the migrations to cities including: urbanization of society, increasing urban densities, and specialization of urban services.	U H	K8	2 3			See goal 1.
8. The student knows implications of America's development into an urban society.	I U H	K4 K6 K8	3			See goal 1. Also: (V) Insight
9. The student knows characteristic growth patterns in urban areas, including suburban sprawl, middle-class migration from central city, development of slums and blighted areas, decay of central business district, decentralization of industrial area, loss of prime agricultural land, and demands on distant water and energy resources.	U H	K3 K4 K6	2			See goal 1.
10. The student knows positive and negative effects of urban growth (on environment, economy, social relationships, etc.).	I U H	K8	2 3			See goal 1.
11. The student knows factors which promote or discourage a particular urban growth pattern.	U H	K8	2 3		6.3.7.3	See goal 1.
12. The student knows major urban problems including pollution, housing, segregation, waste disposal, transportation, crime, recreation, health, and planning.	I U H	K3	2 7			See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.3.7.4 Urban trends and problems (Cont.)						
13. The student knows implications of urban problems for his or her life.	P I U H	K3	7			See goal 1. Also: (V) Self-knowledge (V) Insight
14. The student is able to recognize major urban problems as they exist in an area being studied.	I U H	P43	7			See goal 1.
15. The student knows effects of pollution on urban life.	P I U H	K8	2 3		6.4.3	See goal 1.
16. The student knows relationships of urban growth to increased pollution of air, water, and land, sight, and sound.	P I U H	K4 K8	1 2			See goal 1. Also: (C) Pollution
17. The student knows factors which make housing a major problem, including: overcrowding, segregation, taxation, land ownership, landlord-tenant relations, and blighted dwellings.	U H	K3	3			See goal 1.
18. The student knows the effects of transportation systems and technology on urban growth.	I U H	K4 K8	2 3		6.3.7.3	See goal 1.
19. The student knows problems involved in urban transportation, including traffic congestion, use of private auto, mass public transit, energy use, use of land for parking, and freeway planning.	I U H	K3	7		6.3.7.3 6.4.2	See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.3.7.4 Urban trends and problems (Cont.)						
20. The student knows elements of recreational problems in urban areas including lack of open space, growing demands for all kinds of recreation, park development, and urban access to hunting, fishing and camping.	U H	K3	3		6.4.2	See goal 1.
21. The student knows relationships of urban growth to increased waste disposal problems.	P I U H	K8	2 3		6.4.3	See goal 1. Also: (C) Pollution
22. The student knows components of urban waste disposal systems including: sanitary sewers, waste treatment plants, solid waste dumps, recycling systems.	I U H	K3	3			See goal 1.
23. The student knows the impact of increasing solid waste and sewage on the quality of urban water, land, and air.	P I U H	K3 K8	3		6.4.3	See goal 1.
24. The student knows that the goals of urban planning include: providing orderly growth, promoting efficient land use, and the aesthetic improvement of the urban environment.	U H	K3	3		6.4.2	See goal 1. Also: (V) Cultural knowledge (V) Planning (V) Policy-making
25. The student knows the procedures and steps in the urban planning process.	U H	K2 K7	3			See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.3.7.4 Urban trends and problems (Cont.)						
26. The student knows common approaches to urban problem-solving, including: zoning, construction, and sanitary codes; traffic control; neighborhood, local and regional planning; state and federal assistance programs.	U H	K2 K7	3			See goal 1.
27. The student knows public and private agencies, citizens groups, etc. involved in planning or problem-solving for an urban area being studied (i.e. agencies, organizations through which individuals may participate in urban planning, problem-solving decisions; agencies whose policies, practices determine directions or types of urban change).	I U H	K3	3			See goal 1. Also: (V) Knowledge of resources
28. The student is able to make effective use of opportunities to participate in urban planning decisions.	I U H	P65	7 10		2.6.2 2.6.3 3.1.3	See goal 1. Also: (V) Participating (V) Democratic

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6.3.8 Economic geography						
1. The student knows that economic geography combines elements of physical geography, economics, and other social sciences in the description and analysis of interrelationships or interactions among: a) human activities such as agriculture, manufacturing, marketing, transportation, land use, finance, etc. and b) environmental factors such as climate, soils, landforms, water, mineral resources.	I U H	K3	3			(V) Cultural knowledge (V) Inquiry
2. The student knows meanings of terms for basic elements of economic geography.	I U H	K1 K2	3			See goal 1.
3. The student knows analytical models, theories, or inquiry approaches in current use by economic geographers, and subjects or purposes for which they are appropriate (e.g., Location Theory, Game Theory, Cultural Ecology).	U H	K2 K6	3			See goal 1.
4. The student is able to select and use appropriate models for analysis of interrelationships among patterns of agriculture, manufacturing, marketing, transportation, population, financing, or other factors relevant to economic geography.	U H	P43 P51	3			See goal 1.
5. The student knows basic concepts and principles of economics appropriate to the study of economic geography.	U H	G1 G2 K3	3			See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.3.8 Economic geography (Cont.)						
6. The student knows ways of categorizing the activities upon which local or regional economies may be based, including, a) extractive: fishing, farming, mining, lumbering; b) secondary: manufacturing; processing of raw materials into finished goods; c) tertiary: financial, medical, merchandising services.	U H	K2 K5	3			See goal 1. Also: (C) Economy

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.3.9 Historical geography (See also: 7.3.2 Regional historical development)						
1. The student knows that historical geography is the study of what has actually happened to places and their inhabitants, based on geologic, archaeological, and historical evidence; i.e., sequences of events, processes, interactions of human and environmental factors which have changed the characteristics of places and/or populations, or the distribution of such characteristics.	I U H	G2 K3	3			(V) Cultural knowledge (V) Inquiry
2. The student knows major research modes or approaches used to organize studies and findings in historical geography, including: regional studies, "case histories" of particular localities, communities, etc.	I U H	K2 K7	3			See goal 1.
3. The student knows sources of information conventionally utilized in compiling or interpreting "case histories" of particular places (e.g., geologic studies, archeological "digs", historic documents, contemporary demographic studies).	I U H	K3	6			See goal 1. Also: (V) Knowledge of resources (V) Cultural skills
4. The student knows an area's "sequence of occupancy" is the chronological order in which ethnically or otherwise separate populations occupied (lived in) the area, or made use of its resources.	I U H	K1 K2 K4	3			See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.3.9 Historical geography (Cont.)						
5. The student knows ways in which cause-effect relationships among events or conditions may be verified in historical geography (e.g., logical, empirical, statistical procedures and principles involved in identifying, "proving" causal connections among events occuring in chronological sequence in given area).	I U H	K2 K7	4		2.2 3.2.2 7.1.4	See goal 1. Also: (C) Causality
6. The student knows that accurate, comprehensive well-organized description of "what has occurred where" is basic to the interpretation of "why" such events occurred, or do occur.	I U H	G2 K9	3 4			See goal 1. Also: (C) Causality
7. The student is able to relate historic events or changes in the characteristics or distribution of populations to changes in characteristics of places or habitats which a) led to, or b) followed the human events in question.	I U H	P44	2 6			See goal 1.
8. The student is able to identify statistically-significant relationships among variables measured in a historical geographic study.	H	P43	3 6		3.2.2	See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.4.1 Communities						
1. The student knows various meanings (referrents) of the concept of "community", including: 1) a place where people live; 2) the people who live in an area (neighborhood, town, city, etc.); 3) biological or ecological community made up of the populations of various species interacting within a habitat; 4) group whose members - people, nations, etc. - are interactive, interdependent, in communication with one another.	P I U H	K1 K2 K3	3			(V) Social sensitivity (V) Cultural knowledge (C) Community
2. The student is able to determine the intended referrent of the term "community", or the sense in which it is used in a particular study, conversation, etc., based on context (e.g., community of nations; legal community; natural community; the community of Springfield; community involvement).	P I U H	P22 P23	3 5			See goal 1. Also: (V) Discrimination (V) Accuracy (V) Clarity
3. The student knows reasons why people live in communities.	P I	G2 K2 K8	2		4.3.1.1	See goal 1. Also: (C) Social organization (C) Social needs
4. The student knows ways in which community members are dependent upon one another.	P I	K3 K7 K8	3			See goal 1. Also: (C) Interdependence (C) Specialization

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.4.1 Communities (Cont.)						
5. The student knows that communities vary all over the world and within countries.	P I	G2 K3	3			See goal 1. Also: (V) Diversity (C) Differences/ Differentiation
6. The student knows that people living within the same community (or as a community) learn and share, among other things, values, languages, social norms, and habits.	P I	G2 K3	2 3		4.3.1.1	See goal 1. Also: (V) Cooperation (V) Sharing (C) Language (C) Communication (C) Culture (C) Social organization
7. The student knows that people from different communities may have different values, social norms, attitudes, habits, etc. because of different experiences (i.e., the unique characteristics of communities - ethnic makeup, economic base, political culture, location, etc. - affect the experiences of those who live there, and thus the preferences and behavior patterns of individuals).	P I U H	G2 K8	3		4.3.1.2	See goal 1. Also: (V) Pluralism (C) Differences/ Differentiation (C) Norms (C) Values
8. The student knows that most people in a community share knowledge about: 1) how and where to buy and sell things, 2) money, 3) language, 4) leisure time activities, 5) customs, 6) rules and laws, 7) shelter, clothing, food, 8) land use.	P I	G2 K3	2 3			See goal 1.

6. Geography
6.4 Contemporary topics

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.4.1 Communities (Cont.)						
9. The student knows that while all members of a community are likely to share "common knowledge", individuals acquire specialized knowledge according to: a) their personal interests; b) opportunities; c) abilities, and d) socially-assigned responsibilities.	P I	K3	3			See goal 1. Also: (C) Specialization
10. The student is able to determine advantages to individuals and to the community as a whole, of different community members gaining and applying specialized kinds of knowledge.	P I	P43	3 7			See goal 1. Also: (C) Specialization
11. The student knows types of interests (concerns, preferences) which are likely to be shared by many members of a community (e.g., economic, political interests to be pursued at state, regional, national levels; leisure time interests-recreation, sports, etc.) and locational or environmental factors leading to such tendencies.	P I U H	K3 K6 K8	2 3		8.4.5	See goal 1.
12. The student knows that while members of a community have many common interests, and may act or stand united when such interests are at stake, community life depends as much upon the diversity (variety) of individuals' specialized interests as it does upon individuals' ability to "close ranks" in a crisis.	P I U H	G2 K3	3		6.3.7	See goal 1. Also: (V) Diversity (C) Urbanization

6. Geography
6.4 Contemporary topics

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.4.1 Communities (Cont.)						
13. The student knows ways of classifying (categorizing, grouping, identifying by group or category membership) members of a community, including: age, occupation, ethnic origin, political commitment, religion, residence (neighborhood), sex, income, social class, other demographic variables.	P I U H	K2 K5	3 5		6.3.5 10.6.1	See goal 1.
14. The student knows that almost any characteristic by which members of a community can be classified (age, occupation, etc.) can be the basis for the formation of "real" groups within the community (i.e., people whose interests as an age group, an occupation, a neighborhood, an ethnic group, etc. draw them together formally or informally, on some fairly regular basis).	P I U H	G2 K3	3		8.4.5 9.7 10.5.2.4	See goal 1. Also: (C) Group
15. The student is able to identify different groups to which members of a community belong, using a conventional set of categories.	P I U	P45	3			See goal 1. Also: (C) Group
16. The student knows ways in which the rules, customs and interests of various community groups influence a) the behavior of their individual members; b) the community as a whole.	I U H	K3	2 3		8.4.5 8.7.3.5 9.7 10.5	See goal 1. Also: (C) Group

6. Geography
6.4 Contemporary topics

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.4.1 Communities (Cont.)						
17. The student is able to recognize or describe group rules, customs, or interests structuring life within communities of which he or she is a member.	P I U H	P44	3 6		9.7	See goal 1. Also: (V) Self knowledge
18. The student knows ways in which community members may bring about changes in rules, laws and customs.	P I U H	K3 K7	3 10		8.7.3.5 10.5.3	See goal 1. Also: (C) Law (C) Social change
19. The student knows basic community roles or functions, and the institutions, agencies, or occupations specialized to perform them in and for a modern geographic community (e.g., socialization and education of new or younger members: families, schools, religious organizations; protection of lives and property: fire departments, law enforcement agencies; economic functions-bank, stores, etc.).	P I U H	K3 K7	2 3	5	6.3.7	See goal 1. Also: (V) Security (V) Diversity (V) Educating (C) Social needs (C) Institution (C) Social organization (C) Interdependence
20. The student knows occupations or industries distinguishing the economy or life style of a community under study, and reasons for their development (e.g., location of community with respect to climate, natural resources, transportation routes, other communities).	P I U H	K3 K6 K8	3	5	6.3.7 6.3.8 6.5.3.3	See goal 1. Also: (C) Economy
21. The student knows locations, distinguishing features, and functions of commercial, industrial, residential and recreational areas of a community.	P I U	K3 K6 K7	2			See goal 1.

6. Geography
6.4 Contemporary topics

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.4.1 Communities (Cont.)						
22. The student is able to compare or contrast several different communities (e.g., identify demographic, cultural, locational similarities and differences; identify different ways that separate communities are organized to fulfill or maintain essential functions or services; relate common or differing characteristics to factors yielding such commonalities or differences), based on adequate, accurate, comparable data.	P I U	P45	6		2.4.5 4.3.3.3	See goal 1. Also: (V) Insight
23. The student is able to compare or contrast roles, rules and customs of a family group with roles, rules and customs of other groups structuring community life.	P I U	P45	6		2.4.5	See goal 1. Also: (V) Insight (C) Social control (C) Family
24. The student knows problems and issues faced by people designing or forming a new community (types of decisions to be made about land use, transportation, laws or rules to govern social behavior, etc.).	P I U H	K3 K6	7	5		See goal 1. Also: (V) Problem-solving (V) Planning
25. The student knows roles of various occupations, industries, agencies, etc. in the design of a planned community. (e.g., land developers, architects, engineers, politicians, social planners, investors, federal-, state-, and existing local governments)	P I U H	K3	3 10	5		See goal 1. Also: (V) Knowledgeabilit

6. Geography
6.4 Contemporary topics

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.4.1 Communities (Cont.)						
26. The student knows problems and issues faced by communities undergoing rapid changes or fluctuations in size, composition, or economic base (e.g., financing public services to newly developed subdivisions; to central cities with declining populations, pressing needs).	P I U H	K3	7		8.7.3.6 10.6.4.3.5	See goal 1.
27. The student knows problems and issues faced by communities whose existing economies (sources and levels of household income, tax base, etc.) depend upon industries or enterprises that damage or threaten: a) community health or safety (e.g., asbestos processing plants, chemical refineries, nuclear power plants and storage facilities); b) environmental features or resources (e.g., strip mining, hydro-electric dams and power plants, offshore oil wells).	P I U H	K3	7			See goal 1. Also: (V) Social responsibility (C) Interdependence
28. The student is able to use appropriate models for analysis of community issues and problems.	P I U H	P43	7 8			See goal 1. Also: (V) Problem-solving
29. The student is able to use appropriate models for analysis or evaluation of proposed solutions (measures, alternatives, policy options) to community issues and problems.	P I U H	P43	7 8 9 10			See goal 1. Also: (V) Problem-solving (V) Participating

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6.4 Contemporary topics

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.4.1 Communities (Cont.)						
30. The student knows names, locations and uses of various agencies or facilities serving members of his or her local community (e.g., schools, libraries, governmental offices, hospitals, museums, YM-YWCA).	P I U H	K1 K6	2 6	5		See goal 1. Also: (V) Knowledge of resources

6. Geography
6.4 Contemporary topics

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.4.2 Land use planning						
1. The student knows that land use planning is a process that attempts to anticipate human activity on the land, solve conflicts in land use, and regulate present and future land use.	P I U H	G2 K3 K7	3 10			(V) Planning (V) Justice (V) Social responsibility (V) Cultural knowledge (V) Maintenance of resources (V) Preservation of resources
2. The student knows that land use planning attempts to insure that land development is commensurate with the character and the physical limitations of the land.	P I U H	G2 K3 K7	3 10			See goal 1. Also: (C) Equilibrium (C) Habitat
3. The student knows the problems involved in land use planning may include mixed uses, unplanned uses, user conflicts, user attitudes, development choices, previous development, public vs. private use, technological change, rural to urban transition, resource conservation and development.	I U H	K3	7 10			(V) Social sensitivity
4. The student knows that the problems involved in land use planning arise from past conditions, existing conditions, and conflicts over future uses.	P I U H	G2 K3	2 7 10			(V) Social sensitivity
5. The student knows that adequate land use planning will consider a wide variety of environmental, economic, social, and political factors.	P I U H	G2 K3	3 10			See goal 1. Also: (V) Adequacy (C) Decision-making

6. Geography
6.4 Contemporary topics

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.4.2 Land use planning (Cont.)						
6. The student knows reasons why adequate land use planning considers a wide variety of factors.	P I U H	K3	6 10			See goal 1. Also: (V) Adequacy (C) Decision-making
7. The student knows environmental factors considered in land use such as: climate, air quality, vegetation, forests, soil, geology, landforms, topography, water, shores, wildlife, wilderness, open space, natural hazards, and unique natural features.	I U H	K3 K9	3 10			See goal 1.
8. The student knows economic factors considered in land use planning such as costs, benefits, investment, speculation, diversity, economic base, resource development, land value, property tax, and land subdivision.	I U H	K3 K9	3 10			See goal 1.
9. The student knows social factors considered in land use planning, such as population growth, density, urbanization, housing, recreation, transportation, agriculture, industry, historic areas, aesthetics, and public facilities and services.	I U H	K3 K9	3 10			See goal 1.

6. Geography
6.4 Contemporary topics

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.4.2 Land use planning (Cont.)						
10. The student knows political factors considered in land use planning, such as public and private interests, political parties, citizen involvement, interest groups, lobbying, conflicts of interest, multiple levels of government, multiple planning agencies, governmental powers, zoning, property rights, and bureaucracy.	I U H	K3	3 10			See goal 1.
11. The student knows that land use planning is undertaken by a wide variety of public and private planners.	P I U H	G2 K3	2 3			See goal 1.
12. The student knows that public land use planning often occurs in units such as neighborhoods, districts, cities, counties, watersheds, regions, states, and public land management areas.	P I U H	G2 K3	3 10			See goal 1.
13. The student knows that private land use planning often occurs in units such as subdivisions, industrial parks, shopping centers, farms and ranches, and "new towns".	P I U H	G2 K3	2 3 10			See goal 1.
14. The student knows public and private planning groups that exist in an area being studied.	P I U H	K3	2 3			See goal 1. Also: (V) Knowledgeability
15. The student knows that public and private planners and interests often conflict or overlap.	P I U H	G2 K3	2			See goal 1.

6. Geography
6.4 Contemporary topics

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.4.2 Land use planning (Cont.)						
16. The student knows the planning goals and priorities for an area being studied.	P I U H	K3	2			See goal 1. Also: (V) Knowledgeability
17. The student knows that land use planning decisions may include input from professional planners, government, interest groups, and citizens.	P I U H	G2 K3	3 10			See goal 1.
18. The student knows how citizens can be involved in the land use planning process.	P I U H	K3 K7	10			See goal 1. Also: (V) Knowledgeability (V) Participating
19. The student is able to locate and use information about land use agencies or decisions by which he/she may be affected.	I U H	K6	6			See goal 1. Also: (V) Inquiry (V) Knowledge of resources (V) Resourcefulness
20. The student is able to participate effectively in land use decisions by which he/she may be affected.	I U H	P62	6 7 8 10			See goal 1. Also: (V) Participating (V) Democratic process

6. Geography
6.4 Contemporary topics

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.4.3 Energy, resources and environment (See also: 6.4.7 Ecology; 5.7.2.2 Technological progress, economic growth)						
1. The student knows scientific terms, principles, and illustrative examples needed to correct common misconceptions or confusions about energy, its sources, forms, properties, uses, measurement, etc. (See Course Goals in Physical and Biological Science).	I U H	G1 K1 K3	3 10			(V) Knowledge of resources (V) Maintenance of resources (V) Social responsibility (V) Problem-solving
2. The student knows principles of economics or population dynamics needed to provide context for analysis of modern problems with energy, resources and environment.	I U H	G1 K3	3			See goal 1. Also: (C) Scarcity (C) Equilibrium (C) Population
3. The student knows distinctions between renewable and non-renewable (non-depletable and depletable) resources.	P I U H	K3 K5	3			See goal 1. Also: (C) Resources
4. The student knows that with industrialization, societies have become increasingly dependent on non-renewable resources (e.g., coal, petroleum, natural gas, minerals, chemicals deposited in limited amounts in earth's crust) both as power sources and as raw materials used in an increasing variety of products (e.g., fertilizer, plastics).	P I U H	G2 K4 K8	2			See goal 1.

6. Geography
6.4 Contemporary topics

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.4.3 Energy, resources and environment (Cont.)						
5. The student knows issues associated with the depletion of non-renewable energy resources, including: discovery and development of new sources or forms of energy; increased energy use; increased consumption; waste; natural and international politics, environmental problems, and population growth.	I U H	K3	7			See goal 1.
6. The student knows distributions and uses of potential energy resources deposited in the earths' crust, and ways in which they are currently extracted and refined.	I U H	K3 K6 K7	1 2 3			See goal 1.
7. The student knows sources or forms of energy from which electricity may be converted or released and transmitted to homes, offices, industries, etc., such as: running water (dams, turbines, for hydroelectric power), wind (windmills), solar radiation, fossil fuels, nuclear energy, organic processes (using methane given off by decomposing wastes).	P I U H	K3 K7	1 2 3			See goal 1.
8. The student knows raw materials used to build electrical power plants and distribution networks (e.g., copper for wire).	P I U H	K3 K7	1 2			See goal 1.

6. Geography
6.4 Contemporary topics

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.4.3 Energy, resources and environment (Cont.)						
9. The student knows ways in which construction and operation of electrical generating plants of various types (hydroelectric, nuclear, coal-or-gas-fired, etc.) affect: a) reserves (stocks) of depletable resources used in their construction or operation; b) conditions of land, air, water in their localities or regions; c) populations of species (including humans) dependent on habitats in question.	P I U H	K3 K6 K8	1 2 3			See goal 1. Also: (C) Interdependence
10. The student knows facts needed for accurate analysis of the costs and benefits of various types of electrical generation (hydroelectric vs. nuclear vs. solar vs. fossil fuel etc.).	U H	K3	1 2 7			See goal 1. Also: (V) Accuracy (V) Relevance (V) Adequacy
11. The student is able to analyze costs and benefits to current and future populations of various types of electrical generation, considering sources, production processes and materials, and by-products or wastes involved in each.	U H	P43	3 6 7			See goal 1.
12. The student knows bases for statistical predictions or projections of future "energy needs".	U H	K2 K3 K7	4		3.2.2	See goal 1.

6. Geography
6.4 Contemporary topics

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.4.3 Energy, resources and environment (Cont.)						
13. The student knows statistical comparisons, predictions, etc. regarding American consumption of various categories of energy stocks or reserves (e.g., current oil consumption 900 gallons per capita per year, eight times per capita figure for rest of "free world"; predicted by 1980 to exceed twice the amount of known oil reserves within U.S.; American population is 6% of world population, utilizes up to 50% of world's natural resources).	I U H	K3	6 10			See goal 1.
14. The student knows social and political implications of America's heavy use of energy and resources.	I U H	K3	7			See goal 1.
15. The student knows that while technology has long been aimed at discovering new energy stocks (e.g., raw materials such as petroleum, uranium) and learning how to release and direct their potential more efficiently, current emphasis is shifting to energy flow: i.e. at the discovery of efficient means of converting continually released energy of sunlight, tidal movements, wind, glacial melt, thermal springs, etc., to stocks (reserves) of potential or stored energy which can then be released and transmitted as electrical or mechanical power.	I U H	K4 K7	2 3			See goal 1. Also: (V) Inquiry (V) Perseverence (V) Knowledgeability (V) Innovativeness

6. Geography
6.4 Contemporary topics

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goal: (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.4.3 Energy, resources and environment (Cont.)						
16. The student knows current technological, financial and political obstacles to mass use of solar, tidal, hydro-thermal, wind or other "natural process" or "flow" sources of power (e.g., size of devices currently needed to collect solar energy).	I U H	K3	3 7			See goal 1.
17. The student knows that while technology attempts to keep up with the ever-increasing "energy needs" projected for expanding populations and economies, planners and theorists in many fields are advocating ways of reducing a) the "needs" (wants), or b) the inefficiency of existing systems for producing and marketing (distributing) fuel, electricity, etc.	I U H	K3 K7	3			See goal 1. Also: (C) Scarcity
18. The student knows statistics regarding growth rates, etc. of world, regional or national populations, and factors upon which projections are based.	I U H	K3 K4	2 6		6.3.5	See goal 1.
19. The student knows proposals, issues, and problems related to the control of population growth as a means of reducing projected "needs" for limited energy resources.	I U H	K3	7			See goal 1.

6. Geography
6.4 Contemporary topics

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.4.3 Energy, resources and environment (Cont.)						
20. The student knows proposals, issues and problems related to reordering or altering of consumer priorities and habit patterns as means of reducing projected "needs" for limited energy resources (e.g., car pooling, public mass transit; recycling containers, organic wastes; avoiding purchase or use of energy-intensive machinery, "gadget" appliances, etc. where human or animal labor could be substituted).	I U H	K3	7	4		See goal 1.
21. The student knows proposals, issues and problems related to reorganization of current systems for producing and marketing fuels, electricity, etc. (e.g., de-centralizing and diversifying facilities; development of technology, marketing structure needed to place generators in homes, neighborhoods, industrial sites, farms, etc. which utilize locally-available organic wastes, industrial by-products, sunlight, wind, etc. to power locally-used lights, machines, etc.).	I U H	K3	7	4		See goal 1.
22. The student knows that in the broadest sense, the problem of energy resources includes not only the energy powering machines but the energy powering people and animals: i.e. the food chain, or food web, and the problems of producing and distributing food of the quality and volume required to sustain current and future populations.	P I U H	G2 K3	3			See goal 1. Also: (V) Health

6. Geography
6.4 Contemporary topics

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.4.3 Energy, resources and environment (Cont.)						
23. The student knows ways in which the volume or nutritional quality of food produced may be affected by growing and harvesting conditions (e.g., soil exhaustion and contamination; weather: drought, floods, etc.).	I U H	K3 K8	1 2			See goal 1. Also: (V) Health
24. The student knows ways in which the volume or quality of food produced may be reduced during storage, processing, or distribution (e.g., loss of grain stores to insects, rodents, spoilage; loss of nutritional value due to refining, additives, packaging).	I U H	K3 K8	2			See goal 1. Also: (V) Health
25. The student knows proposals, issues and problems related to ways of changing existing agricultural and food marketing systems in order to increase the volume or quality of food available to the world's consumers.	I U H	K3	3 7			See goal 1. Also: (V) Health
26. The student knows proposals, issues and problems related to ways of changing diets, food-buying and food-preparation habits, etc. so that individuals or populations receive maximum nutritional benefit from available types and amounts of food.	I U H	K3	3 7			See goal 1. Also: (V) Health

SOCIAL SCIENCE

6. Geography
6.4 Contemporary topics

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.4.3 Energy, resources and environment (Cont.)						
27. The student knows current and reliable statistics or facts regarding diet, food consumption, and health problems of the world's population, or of particular populations under study (e.g., statistics relating nature of diet and per capita consumption of various foods to incidence of particular diseases, causes of death, mortality rates of age groups within populations; starvation facts: of 60 million deaths per year, 10-20 million are due to malnutrition, starvation).	I U H	K3	2 6		6.4.7	See goal 1.
28. The student knows technological advances proposed as solutions to food supply problems (e.g., farming the sea), obstacles or problems involved in their implementation, and possible consequences of their implementation.	I U H	K3 K7	3			See goal 1.
29. The student is able to analyze issues related to world or national nutrition, or to the problems of food production and distribution.	I U H	P43	7 10			See goal 1.
30. The student knows that environmental deterioration (pollution) presents serious hazards to human health, as well as to the health of other species (e.g., smog and death rates; carcinogens in atmosphere, soil, water, food).	P I U H	K3	1 3			See goal 1. Also: (V) Health (C) Pollution

6. Geography
6.4 Contemporary topics

COURSE GOALS	Level P/I/U/N	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.4.3 Energy, resources and environment (Cont.)						
31. The student knows that chlorinated carbons such as DDT and synthetic insecticides, enter the human body through air, water and food, are retained in the body, and are partially responsible for increasing respiratory disease, and some cancers in humans, animals and birds. (i.e. they kill off more than their insect targets).	U H	G2 K3 K4 K8	1 7			See goal 1. Also: (V) Knowledgeability (V) Health
32. The student knows current, reliable facts about the major sources of air pollution (e.g., industries: pulp and paper mills, iron and steel mills, petroleum refineries, smelters, chemical plants; transportation: automobiles, trucks, airplanes) and agencies or institutions involved in gathering or authenticating such facts (e.g., U.S. Public Health Service).	P I U H	K3 K8	1 7			See goal 1. Also: (V) Knowledgeability (V) Health
33. The student knows diseases linked to air pollution, and facts or statistics (research findings) establishing their relatedness (e.g., heart disease, chronic bronchitis, respiratory disease increase as air pollution increases; England has higher overall rate of air pollution than U.S., and death from lung cancer is more than twice as common among British men as it is among American men).	I U H	K8 K10	1 7			See goal 1. Also: (V) Knowledgeability (V) Health

6. Geography
6.4 Contemporary topics

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.4.3 Energy, resources and environment (Cont.)						
34. The student knows ways in which sunshine and various air pollutants interact to produce photochemical smog, and the effects of photochemical smog on living plants.	I U H	K3 K8	1 3 7			See goal 1. Also: (V) Knowledgeability (V) Health
35. The student knows that as population grows, so does industry and that both continue to empty their refuse and pollutants into our rivers, streams, oceans, and ground water.	I U H	K3 K4 K8	2 7			See goal 1. Also: (C) Industrialization
36. The student knows diseases related to impurities or pollutants in human water supplies, and facts (statistics, research findings) establishing their relatedness.	I U H	K3	1 2 7		6.2.6	See goal 1. Also: (V) Knowledgeability (V) Health
37. The student knows major pollutants detected in the water supplies of industrialized nations, regions, or cities (e.g., nitrate fertilizers, detergents, virus, lead) and their identified or probable sources.	I U H	K3 K8	1			See goal 1. Also: (V) Knowledgeability (V) Health
38. The student knows common and proposed methods of treating drinking water for public distribution, and pollutants or impurities each is designed to eliminate (e.g., filtering, chlorination, sewage treatment and recycling procedures).	I U H	K2 K3 K7	1 7 10			See goal 1. Also: (V) Knowledgeability (V) Health

SOCIAL SCIENCE

6. Geography
6.4 Contemporary topics

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.4.3 Energy, resources and environment (Cont.)						
39. The student knows that there is increasing evidence that chlorination and filtering of drinking water may no longer be effective on all virus. (Infectious hepatitis has increased yearly in the U.S. in spite of precautions.)	I U H	K3 K4	1 7			See goal 1. Also: (V) Knowledgeability (V) Health
40. The student knows that there is no "away" to throw things.	P I U H	G2 K6	3		6.4.4	See goal 1. Also: (C) System (C) Ecology
41. The student knows problems of solid waste disposal common to industrialized or urbanized nations, regions, and localities (e.g., as population grows, accumulation of solid wastes in open dumps increases; dumps become breeding grounds for disease-carrying rodents, insects; if wastes are burned, they add to air pollution; problems involved in selecting, maintaining sites for landfills, dumps).	P I U H	K3 K6	2 3 7			See goal 1.
42. The student knows proposals and issues related to problems of solid waste disposal, and current research and findings relevant to analysis of their respective costs and benefits.	I U H	K3	1 7 10			See goal 1. Also: (V) Knowledgeability
43. The student is able to analyze issues related to disposal or treatment (recycling, etc.) of solid wastes.	I U H	P43	6 7 10			See goal 1.

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6.4 Contemporary topics

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.4.3 Energy, resources and environment (Cont.)						
44. The student knows problems related to the production, storage and/or disposal of radioactive materials, wastes, or by-products.	P I U H	K3	7 10			See goal 1. Also: (V) Knowledgeability (V) Health (V) Security
45. The student knows types of radioactive pollutants detected in air, water, land, food, etc., and their identified or probable sources (e.g., nuclear power plants discharge radioactive wastes continuously, in small quantities).	I U H	K3 K6	1			See goal 1. Also: (V) Knowledgeability (V) Health (V) Security
46. The student knows agencies or sciences involved in current or recent research aimed at establishing standards for "safe" levels of radiation or periods of exposure for humans and other species, and measurement principles and procedures used.	I U H	K3 K7	6 7			See goal 1. Also: (V) Research
47. The student knows long and short-term effects of radiation poisoning in humans or other species. (e.g., cancer, increased mutation rate).	I U H	K3 K8	1 2 7			See goal 1. Also: (V) Knowledgeability (V) Health (V) Security
48. The student knows effects on increased radiation on ecological systems or bio-geochemical cycles.	U H	K3 K4 K8	1 2 3			See goal 1.

6. Geography
6.4 Contemporary topics

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.4.3 Energy, resources and environment (Cont.)						
49. The student knows proposals and issues related to the regulation of nuclear power production, transportation and storage of radioactive materials, disposal of radioactive wastes and by-products, etc., in the interests of public health and safety or of the earth's future environments and population.	I U H	K3	7 10			See goal 1. Also: (V) Knowledgeability (V) Security (V) Health
50. The student is able to analyze proposals or issues related to the regulation of nuclear power production, transportation or storage of radioactive materials, disposal of radioactive wastes and by-products, etc.	I U H	P43	6 7 10			See goal 1.
51. The student knows personal, societal, and environmental implications of his or her own use of energy and resources.	P I U H	K3	9			See goal 1. Also: (V) Self-knowledge
52. The student knows effects of home heating, insulation, appliance use, and life style on home use of energy.	I U H	K8	7			See goal 1.
53. The student is able to measure amounts or rates of various forms of energy used in his or her home.	I U H	P47	5 6			See goal 1. Also: (V) Self-knowledge

6. Geography
6.4 Contemporary topics

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.4.3 Energy, resources and environment (Cont.)						
54. The student is able to use an appropriate model for analyzing or evaluating costs and benefits of: a) existing patterns of home use of energy; b) alternatives proposed as "energy-saving" or "money-saving" substitutes for existing conditions or practices.	I U H	P53 P54	6 7 9			See goal 1. Also: (V) Resourcefulness
55. The student knows reasons why mass migration to a more favorable habitat (long an option for populations undergoing environmental or societal stress) is not a viable alternative for modern populations (e.g., inter-planetary or inter-stellar migrations are beyond current or foreseeable technology).	I U H	K3 K5	7 3			See goal 1.

6. Geography
6.4 Contemporary topics

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.4.4 Ecology						
1. The student knows the location and use of print and nonprint materials related to ecology.	P I U H	K6	6			(V) Knowledge of resources (V) Inquiry (C) Ecology
2. The student knows terms and principles basic to the analysis of ecological systems.	I U H	G1 K1 K3	3			See goal 1. Also: (C) System
3. The student knows that ecology is concerned with the interactions of living and nonliving parts of the biosphere.	I U H	K3	3 4			See goal 1. Also: (C) Interaction
4. The student knows that ecology may be studied from many viewpoints including 1) analysis of energy and nutrient transfer systems (cycles), 2) analysis of qualitative and distributive relationships among plants, animals, and habitats, 3) analysis of life support systems, and 4) analysis of historic relationships among plants, animals, and man.	U H	K3	3 4			See goal 1. Also: (V) Complexity (V) Diversity (V) Order (V) Unity (V) Respect for life
5. The student knows that the interaction of living and nonliving elements may be understood in terms of biogeochemical cycles, i.e., the movement of elements from environment to organisms and back to the environment.	I U H	K5 K7	1 3			See goal 1. Also: (C) Interaction
6. The student knows that plant and animal remains contribute to geologic formations (e.g., decomposition into soil, fossilization).	P I	K3	1			See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.4.4 Ecology (Cont.)						
7. The student knows ways in which plant and animal life are interrelated in the eco-system (complex patterns of causes and effects which include factors of climate, land forms, soils, movement, human behavior).	P I	K3 K8 K10	1 2 3			See goal 1. Also: (C) System (C) Interdependence
8. The student knows principles and propositions of major and alternative theories dealing with the variety of plant and animal species, their causes and effects on the earth and human life. (e.g., Darwin, Velikovsky).	I U H	G1 K2 K3	3		4.2.1	See goal 1. Also: (V) Cultural knowledge (C) Evolution (C) Differences/ Differentiation
9. The student knows functions of plant and animal life in the economic, social, and religious life of humans. (e.g., food, shelter, embodiment of natural forces).	I U H	K7	2 3			See goal 1. Also: (V) Cultural knowledge
10. The student knows the basic functions of photosynthesis including the chemical interaction process by which solar energy is converted for life energy, basis of food chain.	P I U H	K3 K7	1 3			See goal 1.
11. The student knows the role of the sun as supplier of earth's energy for production of oxygen, water, food, temperature and pressure balances in combination with earth factors.	P I U H	G1 K6 K7	1 3			See goal 1.

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6.4 Contemporary topics

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.4.4 Ecology (Cont.)						
12. The student knows natural life-support systems which supply organisms with: oxygen (animals) or CO_2 (plants), suitable temperatures and pressures, water, and food.	I U H	K3 K7	1			See goal 1.
13. The student knows ways in which concepts and data about biogeochemical cycles may be represented in various graphic forms including descriptions, tables, flow charts, maps, graphs.	U H	K2	5		3.2.2 6.1.3.2 6.1.3.3	See goal 1.
14. The student is able to interpret new data about biogeochemical interactions in terms of cyclic processes.	U H	P41 P43	6			See goal 1.
15. The student knows ways in which plants and animals contribute to maintenance of steady-state in earth's temperature and air pressure conditions (e.g., through contribution to atmospheric oxygen which produces protective ozone layer).	I U H	K3	1 3			See goal 1. Also: (C) Equilibrium (C) System (C) Interdependence
16. The student knows ways in which human activities are threatening the natural controls on atmospheric composition, temperature and pressure, including air pollution increasing ozone layer.	P I U H	K3	1 3 7 10		6.4.3	See goal 1. Also: (C) Equilibrium (C) Interdependence
17. The student knows ways in which plants and animals interact to preserve the atmospheric balance of the planet (e.g., plants breathe in CO_2, breath out oxygen; animals breathe in oxygen, breathe out CO_2).	P I U H	K3	1			See goal 1. Also: (V) Complexity (V) Diversity (V) Order (V) Unity (V) Respect for life

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6.4 Contemporary topics

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.4.4 Ecology (Cont.)						
18. The student knows ways in which plant and animal life interrelate with the water cycle (e.g., roots hold soil which holds water).	P I U H	K3	1			See goal 1. Also: (V) Complexity
19. The student knows that a food chain or food web, is the transfer of food energy from the source in plants through organisms with repeated eating and being eaten.	P I U H	K1 K2 K4	3			See goal 1.
20. The student knows ways in which human activities alter or disrupt food chains and webs, (e.g., use of chemicals for insect control).	P I U H	K3 K8	1 2 3		6.4.3	See goal 1. Also: (C) Interdependence
21. The student knows ways in which food web and habitat alterations influence the present and future quality of human life.	P I U H	K3 K4 K8	1 3 7		6.4.3	See goal 1. Also: (V) Respect for life (C) Interdependence
22. The student knows that element complexes are sets of factors found together in an area and connected by cause and effect or functional relationships (e.g., agricultural complexes of plants and animals).	U H	K1 K2 K6	3			See goal 1. Also: (C) Interdependence (C) Areal association
23. The student knows ways in which members of the same species interact within a home range or habitat area (e.g., territoriality, social organization, reproduction).	I U H	K3 K7	1 3			See goal 1. Also: (C) Interaction

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6.4 Contemporary topics

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Heads	(C) Concept/ (V) Value Words
6.4.4 Ecology (Cont.)						
24. The student knows ways in which members of different species interact within a common habitat or range (e.g., predation, symbiosis, parallel use, areal covariation, coevolution).	I U H	K3 K7	1 3			See goal 1. Also: (C) Community (C) Areal association (C) Interaction
25. The student knows ways in which population maintains equilibrium with a stable habitat (e.g., limiting factors; cyclic increases, decreases in population's size).	I U H	K3 K4 K7	3			See goal 1. Also: (V) Respect for life (C) Equilibrium
26. The student knows ways in which a population may respond to radical changes in its habitat, or in the other populations with which it has been interdependent (e.g., overpopulation, disease, starvation, extinction, genetic adaptation, migration, adjustment and diversification of behavior).	I U H	K3 K4 K7	3			See goal 1. Also: (V) Respect for life (V) Complexity (V) Adaptability-flexibility
27. The student knows the concept of areal or spatial covariation including factors (variables) found together repeatedly, but not necessarily in causal relationships (e.g., reindeer and ptarmigan common to arctic climates but not significantly dependent upon each other).	U H	K3 K10	3		6.5.1	See goal 1. Also: (C) Spatial interaction (C) Areal association
28. The student knows plant and animal species characteristic of major climatic, soil, or topographic element complexes or habitats.	I U H	K3	1		6.5.1	See goal 1.

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6.4 Contemporary topics

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.4.4 Ecology (Cont.)						
29. The student knows that cultural ecology involves the relationships of nature and culture as interlocking components of an eco-system.	I U H	K3	3		4.3.2.2	
30. The student knows ways in which human activities bring about changes in natural habitats and their populations (e.g., farming, logging, mining, dredging, waste disposal, construction).	P I U H	K3 K8	1 2			See goal 1.
31. The student knows that the common strategy for research in cultural ecology is the case study which examines a particular link in a particular eco-system (e.g., Mediterranean scrub forest and continual cutting, burning, browsing).	I U H	K2 K7	4			See goal 1.

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6.4 Contemporary topics

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.4.5 Global alliances and conflicts (See also: 5.5.5 The international economy; 8.9 International relations)						
1. The student knows that geographic barriers among cultures exist (e.g., mountain ranges, deserts, oceans) and have fostered development of different technologies, belief systems, conventions of communication, etc. by mutually isolated peoples.	P I U H	G2 K4 K6 K8	1 2 3			(V) Cultural knowledge (C) Culture
2. The student knows that unequal distribution of universally valued natural resources has led to conflict among cultural groups.	P I U H	G2 K4 K6 K8	1 2 3			(V) Cultural knowledge (C) Resources (C) Conflict (C) Scarcity
3. The student knows that conflicts over ownership, control of or access to natural resources may be compounded by: a) cultural biases; b) problems of cross-cultural communication.	P I U H	K8	1 2 3			(V) Cultural knowledge (C) Conflict
4. The student knows that modern technology can and has overcome geographic barriers, increasing communication and trade among cultural	P I U H	G2 K4 K6 K8	1 2 3			(V) Cultural knowledge (V) Tools (C) Diffusion
5. The student knows meanings of terms such as "shrinking world", "global village" or others commonly used to characterize effects of global transportation and communication networks on peoples of the world.	I U H	K2 K6	3			(V) Cultural knowledge (C) Communication (C) Technology (C) Diffusion

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6.4 Contemporary topics

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.4.5 Global alliances and conflicts (Cont.)						
6. The student knows that modern systems of finance, production and marketing have become international in scope, all peoples have become increasingly interdependent both economically and politically.	I U H	G2 K4 K6 18	2 3 7			(V) Cultural knowledge (C) Interdependence
7. The student knows that with increased international trade and communication, the disparities between rich and poor nations (i.e., "developed countries" and "underdeveloped countries") become more obvious, and more complex.	I U H	G2 K4 K8	7			(V) Cultural knowledge (V) Social responsibility
8. The student knows geographic features (physical and cultural) separating "developed" and "underdeveloped" nations, including: a) variety, abundance of natural resources controlled or accessible for production; b) modes or levels of economic and technological organization characterizing their cultures.	I U H	K5	3 7			(V) Cultural knowledge
9. The student knows ways that a nation's political sovereignty, security, or status internationally may depend upon its location, size, natural resources, and economic-technological mode.	U H	K6 K8 K10	3 7			(V) Cultural knowledge

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6.4 Contemporary topics

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.4.5 Global alliances and conflicts (Cont.)						
10. The student knows ways in which the presence of foreign military installations, foreign-owned corporate enterprises, or foreign-operated schools, hospitals, churches, etc. may effect local and national economies and life styles in an "underdeveloped" country.	I U H	K3 K4 K6 K8	2 7			(V) Cultural knowledge
11. The student knows ways in which the political culture, leadership or governmental structure of an "underdeveloped" nation may be altered by: a) formal alliances with a major power; b) the acceptance of "foreign aid" for construction, military development, education, etc.; c) the covert activities of foreign agencies, agents; d) the policies or practices of foreign-owned corporations operating within its territory.	I U H	K3 K4 K6 K8	2 7			(V) Cultural knowledge
12. The student knows factors motivating national leaders to offer or accept foreign aid for construction projects, arms, industrial equipment, education or health care programs, etc. (e.g., anticipated political and economic benefits; internal problems caused by population pressures, security fears).	I U H	K3 K8	2 3 7			(V) Cultural knowledge

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6.4 Contemporary topics

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.4.5 Global alliances and conflicts (Cont.)						
13. The student knows facts regarding sources, amounts, varieties, recipients and uses of foreign aid contributed by the U.S., U.S.S.R., or other "developed" nations in recent years (e.g., less than 1% of U.S.' yearly GNP since 1960).	I U H	K3 K7	1 2 7			(V) Knowledgeability (V) Social responsibility
14. The student knows significant characteristics of particular international alliances, foreign aid programs, disaster relief projects, etc. recently or currently underway (e.g., terms, obligations agreed to; types and amounts of aid or support; implementing agencies; major problems encountered).	I U H					(V) Knowledgeability
15. The student knows features of "underdeveloped" countries which are often the basis for their selection as recipients of foreign aid, including: a) strategic location; b) leaders' ideological labels, willingness to accept foreign military installations, diplomatic commitments; c) importance of its resources, exports, markets to sending country's economy.	I U H	K3 K9	2 7			(V) Knowledgeability

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6.4 Contemporary topics

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.4.5 Global alliances and conflicts (Cont.)						
16. The student knows that major powers-intent upon interpreting and countering each others' moves in the struggle for military, ideological and economic supremacy-often plan foreign aid programs in relative ignorance of the real needs and circumstances of peoples to be "aided", overlooking cultural or environmental factors which will determine how a country uses, distributes, and responds to the aid.	U H	G2 K7				(V) Relevance (V) Adequacy (V) Accuracy (V) Planning (C) Decision-making
17. The student knows ways in which mistaken assumptions, inadequate or inaccurate information about a country's climate, cultural institutions, history, leadership, etc. may result in inappropriate, inefficient foreign aid programs, environmental damage, and/or "backlash" against the donor nation.	U H	K4 K8				(V) Relevance (V) Adequacy (V) Accuracy (V) Planning
18. The student is able to evaluate particular foreign aid programs in terms of costs and benefits to sending and receiving countries, or intended vs. actual outcomes for the political, economic and environmental systems involved.	H	P47				
19. The student knows names, locations and significant features of countries currently receiving U.S. aid.	U H	K1 K3 K6	1 2 7			

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6.4 Contemporary topics

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.4.5 Global alliances and conflicts (Cont.)						
20. The student knows that population growth is a major persisting problem in the vast majority of "underdeveloped" countries.	I U H	G2 K4	2 7			(C) Population
21. The student knows ways in which a country may respond to increasing population pressures and restricted resources, including: a) war, to secure more land, food, productive resources; b) revolution, to redistribute resources; c) tightening of controls by centralized authority; d) yielding to famine, epidemics, invasions.	I U H	K4 K8	2 3			(V) Social sensitivity (V) Knowledgeability (C) Population (C) Revolution (C) Scarcity
22. The student knows countries or regions of the world currently experiencing widespread famine or malnutrition, and environmental, economic and political factors which may have contributed to such conditions.	I U H	K6 K8	7			(V) Social sensitivity (V) Knowledgeability (V) Empathy

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6. Geography
6.4 Contemporary topics

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.4.6 Political patterns in the U.S.						
1. The student knows effects of physical geography on political patterns, as related to legislative districts, governmental units and agencies, political parties, and interest groups.	U H	K8	2 3			(V) Cultural knowledge
2. The student knows that political patterns are often based on geographic factors.	U H	G2 K6 K8	2 3			See goal 1.
3. The student knows the arrangement of voting districts in his/her city, county, and state.	I U H	K3	3 10		8.7.3.1	See goal 1. Also: (V) Knowledgeability
4. The student knows the historic and geographic factors which lead to the establishment of existing legislative districts, (e.g., cities, counties, and states).	I U H	K3	2		7.3.1	See goal 1.
5. The student knows conventional terms used for legislative districts including city, county, ward, district, at-large, house district, senate district, state, consolidated city, territory.	I U H	K1 K2 K6	3		8.7.2.2 8.7.3.3 8.7.3.6	See goal 1. Also: (V) Knowledgeability
6. The student knows relationships between the arrangement of voting districts and legislative decisions.	I U H	K6 K7 K8	2 3			See goal 1.
7. The student knows factors that may lead to an imbalance in voter representation among voting districts (e.g., gerrymandering).	U H	K3 K6 K8	2 3			See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.4.6 Political patterns in the U.S. (Cont.)						
8. The student knows that voting districts tend to remain fixed while population numbers change.	U H	G2 K4 K6	2 3			See goal 1.
9. The student knows the assumptions on which the "one-man one-vote" principle is based.	U H	K3	2 3		8.5.4	See goal 1. Also: (V) Participation (V) Democratic process (V) Voting (C) Equality (C) Citizenship
10. The student knows the implications on the "one-man one-vote" principle.	U H	K3	3		8.4.3 8.5.4	See goal 1. Also: (V) Participation (V) Democratic process (V) Voting (C) Decision-making (C) Citizenship
11. The student knows the geographic implications of legislative decision.	U H	K3	3			See goal 1.
12. The student knows the major government units which exist in an area being studied.	I U H	K3	6		8.7.2 8.7.3.1	See goal 1. Also: (V) Knowledgeability
13. The student knows conventional terms used for government units, including: city, town, borough, township, incorporated, unincorporated, school district, service district, county, region, state, and federal.	U H	K1 K3	3			See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.4.6 Political patterns in the U.S. (Cont.)						
14. The student knows the implications of the division of government functions into political territories (e.g., decentralized authority, local control).	I U H	K3	3			See goal 1.
15. The student knows the types of government units and how they vary based on rank and size.	I U H	K5	2 6			See goal 1.
16. The student knows relationships among government units of different rank and size.	I U H	K10	2 3			See goal 1.
17. The student knows political issues associated with governmental units, including economic development, changes in land use patterns, boundaries and annexation, planning, and delivery of services.	U H	K3	7			See goal 1.
18. The student knows effects of district boundaries on flow of people, commodities, and services.	U H	K8	2 3			See goal 1.
19. The student knows political and social implications of district boundaries.	U H	K3	3			See goal 1.
20. The student knows effects of multiple agencies and overlapping units of government on planning decisions.	U H	K8	2 3 7			See goal 1.

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6.4 Contemporary topics

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.4.6 Political patterns in the U.S. (Cont.)						
21. The student knows effects of unincorporated areas on delivery of government services.	U H	K8	2 3			See goal 1.
22. The student knows effects of geographic location on political parties and voting behavior.	U H	K8	2 3		8.7.2.6 8.7.2.7 8.7.3.5	See goal 1. Also: (C) Political culture
23. The student knows the historic political party patterns that have developed in states and regions of the U.S.	U H	K3	2 3		8.7.2.5 8.7.3.5	See goal 1.
24. The student knows the implications of historic political patterns for political behavior and governmental operation in particular areas or regions.	U H	K3	3			See goal 1. Also: (C) Political culture
25. The student knows the local political party patterns that have developed in his/her city, suburb, or rural area.	U H	K3	2 3		7.3.2 8.7.3.6	See goal 1.
26. The student knows the country and statewide political party patterns that have developed in his/her state.	U H	K3	2		7.3.2 8.7.3.5	See goal 1.
27. The student knows effects of current voting behavior and party affiliation patterns on local, state, regional, and national governments.	U H	K3 K8	3		8.7.2.6 8.7.3.5	See goal 1. Also: (C) Political culture

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6.4 Contemporary topics

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.4.6 Political patterns in the U.S. (Cont.)						
28. The student knows effects of geographic location on political interest groups.	I U H	K6 K8	2 3		8.4.5	See goal 1. Also: (C) Political culture
29. The student knows effects of geographic factors on economic interests, corporate interests, urban interests, rural interests, regional interests, and local interests.	U H	K3 K6 K8	2 3		8.4.5	See goal 1.
30. The student knows the relationship between geographic location and conflicting political interest groups (e.g., rural vs. urban interests, regional vs. local interests, city vs. suburban interests).	U H	K3 K6 K8	3			See goal 1.

6. Geography
6.4 Contemporary topics

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.4.7 Ethnic patterns in the U.S.						
1. The student knows that all ethnic groups within the U.S. population came from other parts of the world, although migrations of "Amerindians" or "Native Americans" - presumably from Asia - occurred during prehistory.	P I U H	G2 K4 K6	1 2			(V) Cultural knowledge
2. The student knows ethnic groups, time periods, routes, historic circumstances and purposes or objectives associated with major migrations to the territorial U.S.	I U H	K3 K4 K6	2			See goal 1.
3. The student knows that different ethnic groups have become integrated or assimilated within America's social, economic and political structures at different rates (e.g., numbers of years or generations it takes to move from isolation of new immigrants into variety of middle and upper class jobs, neighborhoods, political roles, etc.) and to different extents.	I U H	G2 K3 K4	2			See goal 1. Also: (C) Assimilation (C) Mobility
4. The student knows indicators used by social scientists to measure the rate or extent of an ethnic group's integration, assimilation, or social mobility.	I U H	K2 K9	3 4			See goal 1.
5. The student knows facts about the rate or extent of integration for particular ethnic groups in the American populace.	I U H	K3 K4	2			See goal 1. Also: (V) Social concern

6. Geography
6.4 Contemporary topics

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.4.7 Ethnic patterns in the U.S. (Cont.)						
6. The student knows that the emergence of racial or ethnic prejudice depends upon 1) the attitudes and assumptions that are a part of a culture; 2) the specific nature and circumstances of the "encounter" between or among ethnic groups.	U H	G2 K6 K8	3			See goal 1.
7. The student knows ways of classifying ethnic groups comprising the American population (e.g., the U.S. Census divides the population into "Whites" and "Nonwhites" and the latter into "Nonwhite Races": Negro, American Indian, Japanese, Chinese, Filipino, Korean, Asian, Indian, Malayan, et. al.).	P I U H	K2 K5	2 3 6			See goal 1. Also: (V) Knowledgeabilit
8. The student knows current and reliable statistics showing the proportional and geographic distributions of ethnic groups in the American populace.	I U H	K3	6			See goal 1. Also: (V) Knowledgeabilit
9. The student knows current and reliable statistics showing the distribution of occupations, income, unemployment rates, and/or educational levels by ethnic group within the American population.	I U H	K3	6			See goal 1. Also: (V) Knowledgeabilit

6. Geography
6.4 Contemporary topics

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.4.7 Ethnic patterns in the U.S. (Cont.)						
10. The student knows statistics comparing the types or severity of health problems experienced by various ethnic groups within the American populace (e.g., average life expectancy, infant mortality rate, incidence of chronic malnutrition for American Indian population vs. same for whole populace, for other ethnic minorities).	I U H	K3	6			See goal 1. Also: (V) Knowledgeabili (V) Social concern (V) Respect for li (V) Insight
11. The student knows factors leading to divisions of work or income along ethnic lines (e.g., differences in modes of manufacturing, agriculture, marketing, etc. that characterize cultures or technologies of immigrant groups; prejudices, attitudes of ethnic groups dominant in society to which they migrate; effects of political organization, educational opportunities on succeeding generations, job types, entry levels, mobility in work force).	U H	K3	2 3	4		See goal 1. Also: (C) Social organization (C) Social class (C) Differences/ Differentiatio (C) Mobility
12. The student knows that one of the most important factors in the development of America as an industrial nation was the abundant supply of inexpensive labor which occurred during the period of mass migration of European peoples to the U.S.	I U H	K3 K8	2		7.4.2.8	See goal 1. Also: (C) Industrializa-tion

6. Geography
6.4 Contemporary topics

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.4.7 Ethnic patterns in the U.S. (Cont.)						
13. The student knows that during the years of the great migration to the U.S., (1850-1900) immigrants were primarily drawn to northern, industrialized areas, settling in ethnic groups close to the industries in which they worked, creating densely populated ethnic communities (mill towns, ghettos) as the industries expanded.	P I U	K4 K6 K8	2			See goal 1. Also: (C) Urbanization
14. The student knows current and reliable statistics showing the ethnic composition of America's a) urban poor, b) rural or migrant poor (including Indian reservations).	I U H	K3	6			See goal 1. Also: (V) Social concern
15. The student knows ways in which ethno-centric assumptions and racial biases of dominant ethnic groups have affected-- directly or indirectly --the opportunities of various ethnic minorities to obtain: a) equal protection and equal rights under law, including Constitutionally-guaranteed rights; b) adequate housing, employment, nutrition, education, medical care or other community services related to health and well-being (e.g., through discriminatory policies, practices of institutions, communities, individuals in positions of authority or control).	I U H	K3 K8	2 3			See goal 1. Also: (V) Equal protection under law (V) Justice (C) Justice

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6.4 Contemporary topics

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.4.7 Ethnic patterns in the U.S. (Cont.)						
16. The student knows reforms of discriminatory policies or practices attempted or achieved by various groups, movements, literary and political leaders, etc. in America's struggle to realize, in the lives of actual people, the traditional ideals of justice, equality, democracy, human dignity, etc. to which our laws and people claim commitment.	I U H	K3	2			(V) Freedom of speech (V) Dissenting (V) Progress (V) Pluralism (C) Justice

SOCIAL SCIENCE

6. Geography
6.4 Contemporary topics

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.4.8 U.S. settlement patterns - land division, surveying						
1. The student knows common types of settlement patterns including rural, urban, agricultural, industrial, and transportation routes.	I U H	K3 K6	3			(V) Cultural knowledge
2. The student knows factors resulting in current settlement patterns in the United States, including: territorial expansion, site features, locational factors, land division and survey, transportation, technology, population dynamics, resources and economic activity.	I U H	K3 K6	2			See goal 1.
3. The student knows that territorial expansion and economic development of the United States has been related to a series of historic settlement patterns.	I U H	K3 K4	2			See goal 1.
4. The student knows the forms of historic U.S. settlement patterns, including colonial port cities, plantations, industrial towns, family farming, interior cities, mining towns, homesteading, ranching, West coast cities, corporate farming and the megalopolis.	I U H	K4 K5 K6	2			See goal 1.
5. The student knows which historic settlement patterns have influenced an area being studied.	I U H	K3 K6	2			See goal 1.

6. Geography
6.4 Contemporary topics

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.4.8 U.S. settlement patterns - land division, surveying (Cont.)						
6. The student knows that land division and surveying have been major factors in the development of U.S. settlement patterns.	P I U H	G2 K4	2			See goal 1.
7. The student knows how colonial land grants and division in the U.S. often depended on royal land grants, colonial proprietors, or colonial governments.	I U H	K3	2			See goal 1.
8. The student knows that the Land Ordinance of 1785 established the township-range system of public land survey still in use today.	I U H	K2 K3	2			See goal 1.
9. The student knows the effects of Land Ordinance of 1785 on the division of lands West of the Appalachian Mountains.	I U H	K8	2			See goal 1.
10. The student knows meanings of the terms township, range, section, quarter section, baseline and meridian as used in the survey and division of public lands.	I U H	K1 K2	3 5			See goal 1.
11. The student is able to use the proper township, range, section, and quarter-section designations in locating a given place on a map.	I U H	P31 P41	5		6.1.3.2	See goal 1.

6. Geography
6.4 Contemporary topics

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.4.8 U.S. settlement patterns - land division, surveying (Cont.)						
12. The student knows the effects of the public land survey on the size of townships, farm size and shape, population density, dwelling location, road location, school and church location, land subdivision, and urban street systems.	P I U H	K3 K6 K8	2		6.3.7 6.4.1 6.4.2	See goal 1.
13. The student knows the effects of the Homestead Act on land ownership, dispersal of public lands, settlement of the West, and rural settlement patterns.	P I U H	K4 K6 K8	2			See goal 1.
14. The student knows effects on land settlement of land grants to roads, canals, railroads, and colleges.	I U H	K4 K6 K8	2			See goal 1.
15. The student knows the effects of transportation on American settlement patterns (e.g., wagon roads, rivers and lakes, canals, trails, railroads, automobiles, airplane, and the interstate highway system).	P I U H	K4 K6 K8	2		6.3.7	See goal 1.
16. The student knows the effects of technological change on American settlement patterns (e.g., steam power, railroads, telegraph, telephone, electrical power, radio, T.V.).	P I U H	K4 K6 K8	2		6.3.7	See goal 1. Also: (C) Social change (C) Mass society

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6.4 Contemporary topics

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.4.8 U.S. settlement patterns - land division, surveying (Cont.)						
17. The student knows the effects of population growth and decline, migration and immigration on American settlement patterns.	I U H	K4 K6 K8	2		6.4.7	See goal 1. Also: (C) Population
18. The student knows the effects of the distribution of natural resources on American settlement patterns.	I U H	K4 K6 K8	2 3		6.3.7	See goal 1.
19. The student knows the effects of economic activity on American settlement patterns.	I U H	K4 K6 K8	2 3		6.3.7 6.4.7	See goal 1. Also: (C) Urbanization (C) Industrialization (C) Market

6. Geography
6.4 Contemporary topics

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.4.9 Environmental perception						
1. The student knows subjects and purposes of modern studies in environmental perception (e.g., research aimed at accurate documentation of similarities and differences in ways humans perceive their surroundings--description of world views, mental maps, images, frames of reference, symbols that represent and structure perceptions of natural phenomena, spatial orientations; analysis of data to determine factors influencing nature of individual or socially-shared perceptions).	I U H	K3	3 4			(V) Inquiring (V) Cultural knowledge
2. The student knows that a person's spatial orientation involves perception of his or her location relative to surroundings.	I U H	K3	3		2.1.1 6.1.1	(C) Dimensional relations
3. The student knows factors that significantly affect an individual's perception of surroundings, including: age, culture (shared language, imagery world view), geographic location (characteristics of land forms, vegetation, etc. with which he or she is familiar).	I U H	K3 K6 K8	1 2 3		4.3.1.1 9.4.2	(V) Self-knowledge
4. The student knows measurement instruments and procedures used to collect data about environmental perceptions of various sample populations.	I U H	K2 K7	4			See goal 1. Also: (V) Tools

6. Geography
6.4 Contemporary topics

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.4.9 Environmental perception (Cont.)						
5. The student knows principles and procedures used to analyze or interpret data about environmental perceptions.	I U H	G1 K2	4 6			See goal 1.
6. The student is able to conduct simple tests or studies to discover similarities and differences in the ways members of a group perceive surroundings with which all are familiar (e.g., relative locations of neighborhood or community landmarks).	I U H	P53 P54	6			See goal 1. Also: (V) Curiosity (V) Social sensitivity (V) Resourcefulness
7. The student knows graphic forms and conventions used to display data on the environmental perceptions of sample populations, including: isoline maps, cartograms, models, graphs, tables.	I U H	K3 K7	5		3.2.2 6.1.3.3	See goal 1. Also: (V) Knowledgeability
8. The student is able to use appropriate forms and procedures to display data or portray relationships among factors measured in an environmental perception study.	I U H	P76	3 5		3.2.2 6.1.3.3	See goal 1. Also: (V) Competence
9. The student knows ways in which environmental perception information is used in ethnic studies, sociology, educational psychology, urban planning or other fields.	I U H	K3 K7	3		11.	See goal 1.

6. Geography
6.5 Regional geography

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.5.1 Concept of region						
1. The student knows that a region is an area of the earth's surface; a part that can be identified and delineated (i.e. outlined; boundaries drawn, edges found) because something "the same" about its inside space--landform, climate, people, the way they govern or use it, etc.--changes at its edges; some difference between that part and the areas around it can be noticed.	P I	K1 K2 K6	3			(V) Inquiry (V) Cultural knowledge (C) Spatial relationships (C) Areal accociation (C) Continuity (C) Differences/ Differentiation
2. The student knows meanings of the terms core, boundary, transition zone, determining feature(s), and homogeneity as used in defining (identifying and delineating) regions.	I U H	K1 K2 K6	3 5			See goal 1.
3. The student knows differences in the ways that single-feature, multiple-feature, and total regions (compages) are defined (identified and delineated) by geographers.	U H	K2 K5	3 4			See goal 1.
4. The student knows that the concept of region can be used <u>generically</u> (classes of areas: climatic zones, culture areas, economic regions, etc.) or <u>specifically</u> (particular areas identified by place names: North, America, the Pacific Northwest, the Willamette Valley).	I U H	K2 K5	3 4			(V) Cultural knowledge

6. Geography
6.5 Regional geography

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.5.1 Concept of region (Cont.)						
5. The student knows that generic regions are areas defined by scholars or scientists, delineated and named to show what varieties of something exist where (e.g., "climatic regions" are areas that have certain types of climates; "economic regions" are areas that have certain types of economies).	I U H	K2 K3 K7	3 4			(V) Inquiry (V) Cultural knowledge
6. The student knows that specific regions are areas that constitute geo-political subdivisions of the earth's surface; i.e., their boundaries and names are defined by law and/or custom, and their names mean particular places, rather than kinds of places.	I U H	K2 K3 K7	3			(V) Cultural knowledge (C) Uniqueness
7. The student knows that geographers classify specific regions by size as a) localities, b) districts, c) provinces, d) realms.	U H	K2 K5	3			(V) Cultural knowledge
8. The student knows that scholars and scientists in many fields use the concept of region, and systems of regional classification (generic or specific) to organize studies and findings.	U H	G2 K2 K5 K7	3		6.1.3.1	(V) Cultural knowledge
9. The student knows principles and procedures used by scientists to identify and categorize generic regions.	U H	G1 K2 K7	4		6.1.3.1	(V) Knowledgeabilit

6. Geography
6.5 Regional geography

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.5.2 Physical regions						
1. The student knows specific names and relative locations of the world's major land masses (continents).	P I	K1 K6	1 2		6.2.2	(V) Knowledgeabilit
2. The student knows specific names and relative locations of the world's major ocean regions.	P I	K1 K6	1 2		6.2.3.2	See goal 1.
3. The student knows terms and criteria used to define and classify land regions by: a) nature or elevation of landforms; b) geologic origins (processes involved in formation of existing land features).	I U H	K1 K5 K9	4 5		6.2.2.2	See goal 1.
4. The student knows names, determining features, boundaries and relative locations of major continental plates.	I U H	K1 K3 K6	1 2		6.2.2.1	See goal 1.
5. The student knows names, determining features, boundaries, and relative locations of plains-, plateau-, hill-, and mountain-regions of a continent or continents under study.	I U H	K1 K3 K6	1 2		6.2.2.2	See goal 1.
6. The student knows names, determining features, and relative locations of regions differentiated by their geologic origins and/or composition, within a continent or continents under study (e.g., Columbia Plateau).	I U H	K1 K3 K6	1 2		6.2.2.1	See goal 1.

6. Geography
6.5 Regional geography

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.5.2 Physical regions (Cont.)						
7. The student knows terms and criteria used to define and classify ocean regions or zones by: a) ocean floor topography; b) amounts of sunlight received; c) proximity to continents; d) varieties of life supported.	I U H	K1 K5 K9	4 5		6.2.6.3	See goal 1.
8. The student knows names, determining features, boundaries and relative locations of regions defined within an ocean or oceans under study.	I U H	K1 K3 K6	1 2		6.2.6.3	See goal 1.
9. The student knows terms and criteria used to define and classify climatice regions or zones.	I U H	K1 K5 K9	4 5		6.2.3.2	See goal 1.
10. The student knows names, determining features, boundaries and relative locations of major climatic regions.	I U H	K1 K3 K6	1 2		6.2.3.2	See goal 1.
11. The student knows terms and criteria used to define and classify regions by type of vegetation.	I U H	K1 K5 K9	4 5		6.2.4	See goal 1.
12. The student knows names, determining features, boundaries, and relative locations of regions defined by their vegetation types, within lands under study.	I U H	K1 K3 K6	1 2		6.2.4	See goal 1.
13. The student knows terms and criteria used to define and classify regions by soil characteristics (e.g., origin, class, group, form).	I U H	K1 K5 K9	4 5		6.2.5	See goal 1.

6. Geography
6.5 Regional geography

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.5.2 Physical regions (Cont.)						
14. The student knows names, determining features, boundaries and relative locations of soil regions within lands under study.	I U H	K1 K3 K6	1 2		6.2.5	See goal 1.
15. The student knows terms and criteria used to define and classify land regions by their water features or systems (e.g., watersheds, basins, river systems, inland lakes and seas).	I U H	K1 K5 K9	4 5			See goal 1.
16. The student knows names, determining features, boundaries and relative locations of regions defined by water features or systems in lands under study.	I U H	K1 K3 K6	1 2			See goal 1.

6. Geography
6.5 Regional geography

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.5.3 Cultural regions						
1. The student knows that cultural regions are regions whose determining features (i.e. the things that make them identifiable, definable regions) are related to people or the interactions of people with environment.	I U H	K2 K3	3			(V) Cultural knowledge
2. The student knows that culture areas, as defined by anthropologists and geographers, are regions that together make up a "cultural typology"; a system for classifying the world's major cultural systems by the portions of the earth in which they developed, or in which they are currently dominant.	I U H	K2 K3	3			See goal 1.
3. The student knows that culture areas are defined with respect to a complex of elements distinguishing one major cultural system from another, including: language, religion, race or ethnicity, etc.	U H	K2 K3	3			See goal 1. Also: (C) Culture
4. The student knows names, determining features, boundaries or transition zones, and relative locations of the world's major culture areas.	I U H	K1 K3 K6	3 6			See goal 1. Also: (V) Knowledgeabili

6. Geography
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6.5.3 Cultural regions

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.5.3.1 Religious, ethnic, racial regions						
1. The student knows regions defined by the dominant religions of populations occupying them, or associated with the origins and development of major religions.	I U H	K5 K6	1 2			(V) Knowledgeability
2. The student knows regions defined by the ethnic compositions of populations occupying them, or as the "homelands" of particular ethnic groups.	I U H	K5 K6	1 2			(V) Knowledgeability
3. The student knows regions defined by the radial composition of aboriginal, historic or current populations.	I U H	K5 K6	1 2			(V) Knowledgeability

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6.5.3 Cultural regions

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.5.3.2 Political regions						
1. The student knows criteria (e.g., determining features, principles by which their sub-types are differentiated) used to define and classify political regions.	I U H	K2 K9	4 5			(V) Knowledgeabili (C) Political culture
2. The student knows names, determining features, boundaries, and relative locations of major political regions, as defined by cultural geographers, historians, or political scientists.	I U H	K1 K3 K6	1 2			See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.5.3.3 Economic regions (See also: 6.3.8 Economic geography)						
1. The student knows that the economies supporting or characterizing the world's populations are conventionally ctegorized by geographers as: a) extractive or primary-including fishing, farming, mining, lumbering; b) secondary-including manufacturing (processing raw materials into finished goods); c) tertiary-including financial, medical, and merchandizing services.	I U H	K2 K5	3			(V) Cultural knowledge (V) Inquiry (C) Economy
2. The student knows names, determining features, boundaries, and relative locations of extractive regions (i.e. regions of primarily fishing-, farming-, mining-, lumbering-economies) under study.	I U H	K1 K3 K6	1 2			See goal 1. Also: (V) Knowledgeabilit
3. The student knows names, determining features, boundaries, and relative locations of secondary (economic) regions under study.	I U H	K1 K3 K6	1 2			See goal 1. Also: (V) Knowledgeabilit
4. The student knows names, determining features, boundaries, and relative locations of tertiary (economic) regions under study.	I U H	K1 K3 K6	1 2			See goal 1. Also: (V) Knowledgeabilit
5. The student knows that the level of development of an economic region depends primarily upon communication and transportation.	P I	G2 K3	2 3		6.4.5	See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.5.3.3 Economic regions (Cont.)						
6. The student knows how the forces of demand and supply affect regional economic development (e.g., effect of hydroelectric power on Northwest growth)	I U H	K3 K8	2 3			See goal 1.
7. The student knows that the need for goods and services in a region fosters trade and interdependence.	P I U H	G2 K3	2 3		6.3.4	See goal 1. Also: (C) Social needs (C) Interdependence (C) Market
8. The student knows ways that a region's ability to expand export-import capabilities affects its growth potential.	I U H	K6	3			See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.5.4 United States as a region						
1. The student knows size and boundaries of the United States as a specific geo-political region.	P I	K3 K6	1 2			(V) Cultural knowledge (V) Knowledgeability
2. The student knows geo-political sub-divisions within the United States (e.g., names and locations of states or sub-regions).	P I U	K3 K6	1 2		6.4.6	See goal 1.
3. The student knows physiographic regions within the United States (e.g., Coastal Plain, Appalachian Highlands, Great Interior Plain, Western Highlands, Canadian Shield), their determining features and boundaries.	I U H	K3 K6	1 2		6.5.2	See goal 1.
4. The student knows locations of major mountain ranges, lakes and river systems of the United States.	P I	K6	1 2			See goal 1.
5. The student is able to relate characteristics of mountain and river systems to patterns of U.S. settlement, economic development, political organization, or transportation.	P I U	P44	2 3		6.3.6 6.4.6 6.4.7 6.4.8	See goal 1. Also: (V) Insight
6. The student knows varieties and distributions of climates, vegetation types, soils, and/or mineral resources found within the U.S.	I U H	K5 K6	1 2		6.5.2	See goal 1.

6. Geography
6.5 Regional geography

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.5.4 United States as a region (Cont.)						
7. The student knows ways in which the distribution and variety of natural factors such as climate, vegetation, soils, and mineral deposits are related to U.S. patterns of settlement, transportation, economic development, or political organization.	I U H	K6 K8	3		6.3.6 6.4.6 6.4.7 6.4.8	See goal 1. Also: (V) Insight
8. The student knows sequences of occupancy for the U.S. as a region, and/or for regions within the U.S. (i.e. peoples occupying land from earliest known period 'til modern times).	I U H	K4	1 2		6.3.9 7.4.2	See goal 1.
9. The student knows economic features of the United States as a region (e.g., productive resources; levels of development; modes of agriculture, manufacturing, marketing-exchange; major exports-imports) or of regions within the U.S.	I U H	K3	1 2			See goal 1.
10. The student knows current and reliable data showing the distribution of U.S. land among various categories of public and private ownership (e.g., privately vs. publicly-owned amounts and types of land; corporate vs. personally-owned amounts and types of land).	I U H	K3 K6	6		6.4.8	See goal 1.

6. Geography
6.5 Regional geography

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.5.4 United States as a region (Cont.)						
11. The student knows current and reliable data showing land use patterns or trends in the United States. (e.g., proportions, distribution of lands under cultivation vs. land in use for residences, industry/commerce, recreation, multi-purpose use; rate of transition from agricultural hinterland to suburban residence areas around cities).	I U H	K4 K6	6		6.4.2	See goal 1.
12. The student knows demographic features of the U.S. as a region (e.g., population's size, ethnic makeup, geographic and socio-economic distributions; growth rate, projections), or of regions within the U.S.	I U H	K3 K4 K6	1 2 3		6.3.5 6.4.7 10.6.1	See goal 1.
13. The student knows governmental or political features of United States as a region, or of regions within the U.S.	I U H	K3	1 2		6.4.6	See goal 1.
14. The student knows names and sites of major U.S. cities, and locational factors having significance for their development as centers of population, trade, industry, etc. (e.g., natural transportation routes, barriers determining their growth or locations; sizes, economic characteristics of their hinterlands; relevant features of climate, soil, etc.).	I U H	K1 K3 K6	1 2 6		6.3.7	See goal 1.

6. Geography
6.5 Regional geography

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.5.5 Pacific Northwest as a region						
1. The student knows determining features, boundaries or transition zones, and states or local areas falling within the Pacific Northwest as a specific region of the United States.	P I U H	K3 K6	1 2			(V) Cultural knowledge (V) Knowledgeabilit
2. The student knows major physiographic features of the Pacific Northwest, including names and characteristics of mountain ranges, rivers, intermountain valleys, plateaus, deserts, and processes involved in their origins.	P I U H	K3 K6	1 2		6.2.2 6.2.6	See goal 1.
3. The student knows climatic features of the Pacific Northwest as a region, and controls with which they are associated (e.g., latitude of region, proximity to Pacific Ocean; origins and directions of seasonal wind currents, weather patterns; internal topography and differentiation of coastal, valley, mountain, and plateau climates).	P I U H	K3 K6	1 2		6.2.3	See goal 1.
4. The student knows characteristics and distribution of Pacific Northwest vegetation types, soils, and/or mineral resources.	P I U H	K3 K6	1		6.2.4 6.2.5 6.2.7	See goal 1.

6. Geography
6.5 Regional geography

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.5.5 Pacific Northwest as a region (Cont.)						
5. The student knows economic features of the Pacific Northwest as a region (e.g., regional economy based on fishing, agriculture, mining, forestry, maritime commerce, tourism, power production, etc.; major crops, products, service industries).	P I U H	K3	1 2		6.3.8 6.5.3.3	See goal 1.
6. The student knows physical factors related to the bases or development of the Pacific Northwest economy, or of local economies within the region (e.g., coastline characteristics and development of fishing, maritime commerce, tourism; climates, soil characteristics and farming in Willamette Valley, Puget Sound area).	P I U H	K3	1 2		6.3.8	See goal 1.
7. The student is able to relate patterns of land use settlement or economic development within the Pacific Northwest to locational factors of historic or current significance.	P I U H	P44	3 5 6		6.3.7 6.3.8 6.4.8	See goal 1.
8. The student knows sequences of occupancy for the Pacific Northwest as a region, or for localities within it (e.g., ethnic groups migrating to, and settling in Pacific Northwest from earliest known periods 'til modern times).	P I U H	K4	1 2		6.3.9 6.4.7 7.3.2	See goal 1.

6. Geography
6.5 Regional geography

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.5.5 Pacific Northwest as a region (Cont.)						
9. The student knows that the settlement patterns in the Pacific Northwest sometimes reflect the migration of ethnic groups to climatic and occupational areas similar to those from which they migrated (e.g., French, prairie lands in Willamette Valley; Swiss, foothills of Cascades; Scandinavians in Astoria).	I U	G2 K3 K6	2 3		6.4.7	See goal 1.
10. The student knows that in the early Pacific Northwest settlements, missions, mining camps, and fur trading posts served as nuclei for towns.	P I U	K3 K6	2		6.3.7	See goal 1. Also: (C) Urbanization
11. The student knows demographic features of the Pacific Northwest as a region (e.g., population's current or projected size, ethnic composition, geographic distribution, socio-economic distribution, occupations; growth rate).	P I U H	K3 K4 K6	1 2		6.3.5 6.4.7 10.6.1	See goal 1.
12. The student knows that Pacific Northwest transportation networks have developed steadily since the 1830's, to include trails, rivers, roads, highways, freeways, railways, airways, and ports and sealanes linking the Northwest with national and world markets.	P I U	K3 K4	2		6.3.6	See goal 1. Also: (V) Progress (V) Access to resources

6. Geography
6.5 Regional geography

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.5.5 Pacific Northwest as a region (Cont.)						
13. The student knows significant routes, terminals, organizations and services characterizing major transportation networks linking localities within the Pacific Northwest, or linking the Pacific Northwest with the rest of the world.	P I U H	K3 K6	1 2		6.3.6	See goal 1.
14. The student knows political features of the Pacific Northwest as a region (e.g., governmental units; patterns of political behavior; regional interests pursued at national level in recent years; major regional issues, movements, leaders).	P I U H	K3	1 2		6.4.6	See goal 1.
15. The student knows current and reliable data regarding the varieties and distribution of health care services and facilities in the Pacific Northwest.	I U H	K3 K7	1 6			See goal 1. Also: (V) Knowledge of resources
16. The student knows significant features of communications media and networks serving the Pacific Northwest (e.g., U.S. Postal Service, telephone and telegraph companies, computer networks; newspapers, radio and television channels).	P I U H	K3 K6	1 2 6			See goal 1. Also: (V) Knowledge of resources (C) Mass media (C) Communication

6. Geography
6.5 Regional geography

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.5.5 Pacific Northwest as a region (Cont.)						
17. The student knows sites, facilities, agencies, distribution routes, etc. involved in Pacific Northwest energy production or marketing (e.g. nuclear power plants, hydro-electric dams and networks; geo-thermal sites; sources and channels for fuels imported, exported, distributed within the region).	P I U H	K3 K6	1 2			See goal 1.
18. The student knows problems and issues related to the Pacific Northwest's energy use and supply.	P I U H	K3	7 10		6.4.3	See goal 1. Also: (V) Problem-solving (V) Social concern
19. The student knows problems and issues related to the Pacific Northwest's primary resources (e.g., water, forests, agricultural lands, fisheries) and their use.	P I U H	K3	7 10		6.4.2 6.4.3	See goal 1. Also: (V) Problem-solving (V) Maintenance of resources (V) Preservation of resources
20. The student knows problems and issues related to planning for the future of Pacific Northwest lands, populations, industries, and environmental resources.	P I U H	K3	7 10		6.4.2 6.4.3 8.7.3.6	See goal 1. Also: (V) Problem-solving (V) Planning (V) Responsibleness (V) Preservation of resources
21. The student is able to locate and interpret data needed to analyze issues regarding the future of the Pacific Northwest.	P I U H	P43	6 7 10			See goal 1. Also: (V) Inquiring (V) Responsibleness (V) Resourcefulness

6. Geography
6.5 Regional geography

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
6.5.5 Pacific Northwest as a region (Cont.)						
22. The student knows sites of historic importance to Pacific Northwest residents; the events, people, issues, etc. with which they are associated, and locational features affecting the occurrence or outcomes of events that happened there.	P I U H	K3 K6	2			See goal 1.
23. The student knows places and institutions providing various cultural and recreational opportunities to Pacific Northwest residents and tourists, and ways in which facilities and services are financed or supported (e.g., wilderness areas, parks, resorts; spectator facilities: museums, auditoriums, sports arenas and teams; libraries, colleges, universities).	P I U H	K3 K6	2			See goal 1. Also: (V) Knowledge of resources

K-12

COURSE GOALS IN SOCIAL SCIENCE VOLUME II

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SOCIAL SCIENCE

7. History

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.1 Historical inquiry						
1. The student knows the factors which a historian studies, (e.g., time, place, people and events).	P I U H	G2 K2 K3	3 4	3 4		(V) Cultural knowledge

7. History

7.1 Historical inquiry

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.1.1 Definition of history						
1. The student knows that history may be studied at many levels, (e.g., personal, regional, national, world).	I U H	K3 K5	3	3 4		(V) Cultural knowledge (V) Appreciativeness (V) Insight
2. The student knows that history may be defined as "all that mankind has thought and said and done" (Charles A. Beard).	I U H	K2	3			See goal 1.
3. The student knows that history may be viewed as the memory, recorded or unrecorded, of past human experience.	I U H	K2	3			See goal 1.
4. The student knows that history may be viewed as the re-enactment of past thought and action in the mind of the historian.	U H	K2	3			See goal 1.
5. The student knows that the concept of history is universal and that all people and their cultures have a history.	U H	G2	3		4.3	See goal 1.
6. The student knows that people differ in their understanding of the nature of history. (e.g., Camus: "History is absurd"; Henry Ford: "History is Bunk"; and Winston Churchill "History is a record of all our mistakes".)	H	G2 K5	3	3 4		See goal 1.
7. The student is able to formulate his or her own definition of history.	I U H	P67	3 6			See goal 1.

7. History
7.1 Historical inquiry

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.1.2 Purposes of history						
1. The student knows that one purpose of recorded history is to chronicle development (e.g., of an individual, a region, a nation, the world).	U H	G2 K7	3 4	1		(V) Cultural knowledge (V) Inquiring
2. The student knows that humans use the study of history for many purposes (e.g., to explain their beginnings, to emphasize the significance of a particular culture, to preserve the state or nation, to justify cultural or political change, to satisfy curiosity, to discover continuity, order, underlying diversity of human experience).	U H	G2 K7	3	1	4.	See goal 1. Also: (V) Knowledgeability
3. The student knows that the study of history can help an individual realize selfhood through an awareness of his or her regional, national, or world context.	U H	G2 K6 K7	3 13	1		See goal 1. Also: (V) Self-knowledge
4. The student knows that the study of history may be helpful in understanding the present and its relationship to the past.	I U H	G2 K3 K7	3	1		See goal 1. Also: (C) Continuity
5. The student knows that humans attempt to use history to relate cumulative human experience to their own times and positions in society.	U H	G2 K3 K7	3	1		See goal 1.
6. The student knows that the study of history may help an individual make informed decisions and plan for the future.	U H	G2 K3 K7	3 9 13	1		See goal 1. Also: (V) Self-reliance (V) Self-direction (V) Knowledgeability

7. History
7.1 Historical inquiry

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.1.3 Sources of history						
1. The student knows that primary sources of history include: original manuscripts (handwritten or printed reminiscences), archeological material, landscape (landforms or early patterns of cultivation), contemporaneous pamphlets, periodicals and newspapers, published government documents and reports, collected correspondence, autobiographies, diaries, and interviews.	P I U H	K2	3 4			(V) Cultural knowledge (V) Knowledgeability (V) Knowledge of resources
2. The student knows that secondary sources of history include monographs, textbooks, historical novels, biographies, literary criticism, maps, and audio-visual aids.	P I U H	K2	3 4			See goal 1.
3. The student is able to distinguish between primary and secondary historical sources.	I U H	P45	4 6			See goal 1.
4. The student knows the purposes for which primary and secondary sources are best suited in historical inquiry.	U H	K2 K7	4 6			See goal 1.
5. The student is able to use primary and secondary source materials in historical research.	P I U H	P11 P12 P16 P41	4 6			See goal 1. Also: (V) Competence (V) Resourcefulness
6. The student is able to evaluate the validity, adequacy or reliability of historical sources for particular uses by self or others.	I U H	P21 P22 P23 P24	6		2.2	(V) Competence (V) Self-reliance (V) Judgment

SOCIAL SCIENCE

7. History
7.1 Historical inquiry

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.1.4 Methods of historical inquiry and historiography						
1. The student knows that historical inquiry, whether formal or informal, scholarly or recreational, usually proceeds from an idea or question that someone decides to pursue.	P I U H	G2 K3	2 4			(V) Cultural knowledge (V) Inquiring (V) Knowledgeability (V) Insight (V) Curiosity
2. The student knows procedures generally followed in historical inquiry, including: a) planning; b) consulting reference materials; c) locating, checking, selecting appropriate sources of evidence; d) interpreting, analyzing sources, extracting relevant information; e) reconstructing and relating events, situations, etc.	I U H	K2 K4	4			See goal 1. Also: (V) Knowledge of resources (V) Resourcefulness (V) Ingenuity
3. The student knows factors involved in planning historical research and analysis, including: a) narrowing topic and/or stating question(s), hypotheses; b) determining frame of reference, method(s) of analysis; constraints; c) identifying initial references or leads; bibliographies, indexes, knowledgeable persons, etc.	U H	K2	4			See goal 1. Also: (V) Planning
4. The student knows names, locations and uses of files, indexes, directories, etc. providing appropriate "leads" to particular types of historical source materials.	I U H	K1 K2 K6	6			See goal 1. Also: (V) Knowledge of resources (V) Resourcefulness (V) Tools

7. History
7.1 Historical inquiry

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.1.4 Methods of historical inquiry and historiography (Cont.)						
5. The student knows effective procedures or strategies for locating secondary sources appropriate to the subject, purpose and constraints of a historical inquiry.	P I U H	K2 K7			2.1.2 2.2.2	See goal 1.
6. The student knows effective procedures or strategies for locating primary sources appropriate to the subject, purpose and constraints of a historical inquiry.	P I U H	K2 K7			2.1.2 2.1.4 2.2.2	See goal 1.
7. The student is able to recognize, as valid "primary sources," things and people that may lie readily accessible in his or her home, neighborhood or community (e.g., saved letters, newspapers, magazines; parents, grandparents, older acquaintances who experienced or witnessed events being studied, and are willing to share their memories).	P I	P33	6		7.1.3	See goal 1. Also: (V) Appreciativeness (V) Resourcefulness
8. The student knows ways in which logical principles and operations are used in interpreting written accounts (descriptions, explanations) of historic situations (e.g., forming reliable inferences about missing information, relationships not mentioned in text; drawing objectively defensible conclusions, generalizations about events, relationships referred to).	I U H	K2 K7	6		2.4	See goal 1. Also: (V) Logic

7. History
7.1 Historical inquiry

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.1.4 Methods of historical inquiry and historiography (Cont.)						
9. The student knows ways in which logical principles and operations are used in criticizing historical interpretations, explanations, or theories or in authenticating sources (e.g., detecting inconsistencies, errors, distortions, omissions; identifying biases, irrelevant or erroneous assumptions, deliberate misrepresentations).	I U H	K2 K7	6		2.2	See goal 1. Also: (V) Logic
10. The student knows problems of evidence and proof involved in evaluating inferences, hypotheses, generalizations or theories about historical subjects (e.g., can't test by direct observation or experiment).	P I U H	K2 K3	4			See goal 1.
11. The student knows ways in which statistical principles and procedures may be used to analyze or compare the contents of written materials, and their applications to historical analysis (i.e. context analysis).	U H	K2 K7	4			See goal 1. Also: (V) Ingenuity (V) Tools
12. The student knows the meaning of the term "historical frame of reference".	I U H	K2 K6	3			See goal 1.
13. The student knows that an individual's frame of reference affects his or her interpretation of history.	I U H	G2 K6 K8	3			See goal 1.

7. History
7.1 Historical inquiry

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.1.4 Methods of historical inquiry and historiography (Cont.)						
14. The student knows generalized frames of reference through which historians depict the world around them (e.g., (1) history of war, (2) biography, (3) nationalistic or patriotic history, (4) economic, social, political history, (5) scientific history, (6) revisionist history).	I U H	K2 K5 K6	3 4	3 4		See goal 1.
15. The student knows that historians of different eras have used different models to interpret history. (e.g., ancient historians with cycles, Charles Beard with economic influences, etc).	U H	K2 K5	3 4	3 4		See goal 1.
16. The student knows the meanings of the words romantic, revisionist, scientific, moralistic, objectivist, positivist, traditional, relativist, etc., as they are used in historical classification.	H	K1 K2 K5	3			See goal 1.
17. The student knows that methods of historical inquiry and interpretations of history change through time.	P I U H	G2 K3 K4	3			See goal 1.
18. The student knows social, political or technological factors which may affect historical research and its interpretations.	I U H	K3 K8	3 4			See goal 1.

7. History
7.1 Historical inquiry

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.1.4 Methods of historical inquiry and historiography (Cont.)						
19. The student is able to apply concepts and findings of other disciplines to the study of history.	I U H	P42 P44 P52	3 6			See goal 1.
20. The student is able to use methods of historical inquiry appropriate to his or her interests and resources.	P I U H	P23	3 6			See goal 1.

7. History

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.2 Individual history						
1. The student knows the origins and history of his or her family and extended family (family tree).	I U H	K3	3			(V) Cultural knowledge (V) Individuality (V) Insight (V) Family
2. The student knows the setting in which he or she and his or her family live. (e.g., parents' occupations, key elements in family history, social roles).	P I U H	K6	3			See goal 1.
3. The student is able to relate events and conditions of his or her own times to the events and conditions of other historical periods.	I U H	P44 P45	3 7			See goal 1. Also: (V) Knowledgeability
4. The student knows the ethnic, religious, political, educational and social background of himself or herself and his or her family.	U H	K3	3			See goal 1. Also: (V) Self-knowledge
5. The student knows the important events of his or her life and how they relate to his or her present view of self and the surrounding world.	U H	K3 K4 K8	6			See goal 1. Also: (V) Self-knowledge

7. History
7.3 Regional history

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.3.1 The individual, one's region and its history (See also: 6.5 Regional geography)						
1. The student knows the factors which determine or define his or her region. (e.g., physical boundaries, land features, social structures, folklore).	I U H	K6	3			(V) Cultural knowledge (V) Insight
2. The student knows that he or she is a living, active part of his or her region and its history.	I U H	G2 K3	3			See goal 1.
3. The student knows trends, incidents, chronology and concepts important to his or her regions' history, and their significance in everyday life.	I U H	K3 K4 K8	2			See goal 1.
4. The student is able to analyze particular aspects of his or her regional culture, in relation to its history, geography, economy, political organization, etc.	H	P43	6			See goal 1.

7. History
7.3 Regional history

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.3.2 Regional historical development (See also: 6.5 Regional geography)						
1. The student knows significant theories and findings regarding the origins and pre-history of his or her region.	I U H	K3 K4	1 2			(V) Cultural knowledge
2. The student knows when and how his or her region was discovered and explored.	I U H	K3 K4	2			See goal 1.
3. The student knows the impact and direction of government as it developed in his or her region. (e.g., military history, the politics of natural resource ownership).	U H	K3 K4	2 3			See goal 1.
4. The student knows the economic factors of development in his or her region, and how they are interrelated. (e.g., agricultural, industrial, technological, scientific)	U H	K3 K4 K8	2 3			See goal 1.
5. The student knows the influences of the geography of his or her region on its history.	I U H	K3 K6 K8	2 3			See goal 1.
6. The student knows of influential and important individuals who helped shape his or her region's history, and how each contributed to development in the region.	U H	K1 K4 K8	2			See goal 1.

7. History
7.3 Regional history

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.3.2 Regional historical development (Cont.)						
7. The student knows influential and important families, groups, companies or organizations that helped shape his or her region's history, and what each contributed to development in the region.	U H	K1 K3 K4 K8	2			See goal 1.
8. The student knows how the lifestyle and culture of his or her region developed.	U H	K4	2 3			See goal 1.
9. The student knows what natural resources contributed to the development of his or her region.	I U H	K3 K4 K6	2 3			See goal 1.

7. History

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.4 National history						
1. The student knows that the term "nation" (and thus the unit of analysis in a national history) may mean: a) a country - a specific geo-political region; b) the largest unit of government - a formally sovereign state; c) a population - often an ethnic group having past, present, and/or hoped-for statehood, sovereignty within boundaries of ancestral homeland.	I U H	K1 K2 K5	3		8.9.1	(V) Cultural knowledge (C) Sovereignty (C) Government

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7.4 National history

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.4.1 The individual and national history (See also: 6.5.1 U.S. as a region)						
1. The student knows factors which determine or define his or her nation (e.g., physical boundaries, Constitution, folk ideals, name).	I U H	K2 K3 K6	2 3			(V) Cultural knowledge
2. The student knows that he or she is a living, active part of his or her nation and its history.	I U H	G2 K3	3			See goal 1. Also: (V) Self-knowledge (V) Self-confidence (V) Commitment
3. The student knows trends, incidents, chronology, and concepts important to his or her nation's history, and their significance in everyday life.	U H	K3 K4 K8	2 3			See goal 1.
4. The student is able to analyze particular aspects of his or her nation's culture in relation to its history, geography, economic or political organization, ethnic composition, etc.	U H	P43 P47 P62	6 8			See goal 1. Also: (V) Insight

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.4.2 American history						
1. The student knows that American History is the story of his or her nation's past.	I U H	G2 K2	3			(V) Cultural knowledge
2. The student knows that American History is part of both Western Civilization and World History, and is therefore studied in the context of these larger histories.	U H	G2 K6	3			See goal 1.
3. The student knows the time periods and/or topical subject headings into which American History is often divided.	U H	K2 K5	3			See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.4.2.1 Origin and pre-history (See also: 4.3.4.2.2 New World)						
1. The student knows the location and use of print and non-print materials related to history of early North America (e.g., card catalog: "Indians of North America"; Reader's Guide: "Terraces (Agriculture), Pre-Columbian," periodicals: American Heritage, Scientific American, Americas, National Geographic indexes; area and building audiovisual catalogs: "Pre-Columbian Art,").	P I U H	K6 K7	3 6			(V) Cultural knowledge (V) Inquiring (V) Knowledge of resources
2. The student knows various theories explaining the origin of North America as a separate continent (e.g., Continental Drift).	I U H	K2 K4 K6	3			See goal 1.
3. The student knows theories explaining origin and diffusion of Northwest Indian cultures (e.g., Bering Strait migration theory).	U H	K2 K4 K6	3			See goal 1.
4. The student knows major social, economic, and political characteristics of early peoples of North America, (e.g., peoples of Pacific Northwest, Plains Indians, Pueblo Indians, Mound Builders).	U H	K1 K3 K5	1 2 3			See goal 1. Also: (V) Insight (V) Appreciativenes
5. The student knows the nature and diversity of life styles that existed among the early peoples of North America.	I U H	K3 K5	3			See goal 1. Also: (V) Diversity

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.4.2.1 Origin and pre-history (Cont.)						
6. The student knows social, economic, and political features and developments of South and Central America cultures from Pre-Columbian through "post contact" periods (7500 B.C. -- 1500 A.D.), including such peoples as: Olmecs, Mayan, Zapotec, Aztecs, and Incas.	I U H	K1 K3 K4	1 2 3		9.5.3.2	See goal 1. Also:
7. The student knows how native Americans of various cultures utilized their environment and were influenced by it in satisfying their basic needs: food, clothing and shelter.	I U H	K6 K7 K8	1 2 3			See goal 1. Also: (C) Technology (C) Equilibrium
8. The student knows the significance of the natural environment in the spiritual lives, cultural arts and folkways of various early American peoples (e.g., mountains as gods, water as giver of all life).	U H	K3	1 2 3			See goal 1. Also: (V) Respect for life (V) Preservation of resources
9. The student knows how concepts of "pre- and post contact" influence interpretation of North American tribal histories.	U H	K2 K8	3			See goal 1.
10. The student knows ways in which cultural diffusion may have affected social, economic, and political development of peoples of North America (e.g., influence of horse).	U H	K3 K4 K8	3			See goal 1. Also: (C) Diffusion

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.4.2.1 Origin and pre-history (Cont.)						
11. The student knows the impact which newly introduced cultures had on native cultures in America. (e.g., effects of introduction of Christianity, alcohol, contagious diseases, and land acquisition).	U H	K3 K4 K8	2 3			See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.4.2.2 Discovery and exploration						
1. The student knows the location and use of print and non-print materials related to European discovery and exploration of early North America (e.g., card catalog: "America-Discovery and Exploration", "DeLeon, Ponce and the Search for the Fountain of Youth"; Reader's Guide: "America, Discovery and Exploration"; periodicals: American Heritage, National Geographic index; area and building audiovisual catalogs: "North American Exploration").	P I U H	K6 K7	3 6			(V) Cultural knowledge (V) Inquiring
2. The student knows reasons why the geographic knowledge of scholars in 1400's was not known to the general public.	I U H	K3 K8	2 3			See goal 1.
3. The student knows that scholars of the 1400's theorized that the world could be circumnavigated.	I U H	G2 K3	2			See goal 1.
4. The student knows the conflicting ambitions of the English, French and Spanish in North America in social, religious, economic and political terms.	U H	K3 K5	2			See goal 1.
5. The student knows how Spanish and English sea rivalry affected the British colonization in North America.	U H	K4 K8	2			See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.4.2.2 Discovery and exploration (Cont.)						
6. The student knows that England's victory over Spain in 1588 opened opportunities for the establishment of rival empires.	U H	K4 K8	2 3			See goal 1.
7. The student knows major social, economic and political factors responsible for European exploration of North America (e.g., search for Northwest Passage and route to Far East, search for raw materials, fur trade, new markets).	U H	K3 K4 K8	2 3			See goal 1.
8. The student knows that land and sea exploration were secondary outcomes of a search for a passageway through North America.	U H	K6 K8	2 3			See goal 1.
9. The student knows how European claims to North American land were strengthened (e.g., settlement, fur trading, missionaries, forts).	U H	K2 K3	2 3			See goal 1.
10. The student knows how land exploration in North America was hindered by geographical barriers.	U H	K4 K6	2 3			See goal 1.
11. The student knows the reciprocal impact (in social, economic and political terms) of explorations by European nations in the New World.	U H	K3 K4 K8	2 3			See goal 1. Also: (C) Acculturation

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.4.2.2 Discovery and exploration (Cont.)						
12. The student knows that European nations showed common tendencies in many areas of exploration. (e.g., colonization, migration and settlement, conflict with natives, exploitation of resources, economic development, development of urban centers and transportation networks).	U H	G2 K4 K6	2 3			See goal 1.
13. The student knows definitions of historically significant terms (e.g., Astrolabe, conquistador, caravel, Huguenot).	U H	K1 K2	2 5			See goal 1.
14. The student knows that conflicts can develop when countries compete for new land.	I U H	G2 K6 K8	2 3		6.4.5 8.9	See goal 1.
15. The student knows that the major issues of conflict between the Spanish and British in the 1500's were directly related to exploration (e.g., Nootka Incident).	U H	G2 K3 K4 K6	2 3			See goal 1.
16. The student knows concepts that describe the relationships between nations and cultures in a state of expansion (e.g., diffusion, assimilation, acculturation).	U H	K2 K3 K8	3		4.3.1.3	See goal 1. Also: (C) Diffusion (C) Acculturation (C) Assimilation
17. The student knows how early traders, explorers, and missionaries influenced native North American cultures.	U H	K4 K8	1 2			See goal 1.

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COURSE GOALS	Level P/I/J/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.4.2.2 Discovery and exploration (Cont.)						
18. The student knows how the early explorers of the Pacific Northwest displaced native peoples from their territories.	U H	K4 K6 K7 K8	2			See goal 1.
19. The student knows how the introduction of new technology in periods of exploration may affect existing cultures (e.g., substitution of new tools, foods, mediums of exchange for previously existing forms, with increased dependency on the systems providing them as older cultural skills, modes of organization are extinguished; disequilibrium, disorganization).	U H	K4 K8	2 3		4.3.1.3 5.1	See goal 1. Also: (C) Disorganizatior (C) Diffusion

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.4.2.3 Colonial history						
1. The student knows the location and use of print and non-print materials related to the Colonial Period in United States history (e.g., card catalog: "U.S.-History-Colonial Period," "U.S.-History-French and Indian War," "Puritans"; Reader's Guide: "U.S.-History-Colonial Period" "Pilgrim Fathers," "New England-History-Colonial Period"; periodicals: American Heritage index, American Historical Review; area and building audio-visual catalogs: "Colonial America, Family Life," "Architecture, Colonial," "Slave Trade").	P I U H	K6 K7	3 6			(V) Cultural knowledge (V) Inquiring
2. The student knows the social, economic, and political motivations influencing colonization of and immigration to America.	U H	K3 K4 K8	2 3			See goal 1.
3. The student knows how political, religious, and economic factors influenced English colonizations of North America.	U H	K3 K4 K8	2 3			See goal 1.
4. The student knows factors in the natural environment (food, forest, soil, water) which were necessary for early settlers to survive.	I U H	K9	1 2 3			See goal 1.
5. The student knows that the physical geography of North America influenced choices of early settlement sites.	I U H	G2 K6 K8	2 3		6.4.3.1	See goal 1.

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7.4.2.3 Colonial history (Cont.)						
6. The student knows the major distinguishing geographic characteristics of the New England, middle, and southern colonies.	U H	K5 K6	2 3			See goal 1.
7. The student knows religious, social, economic, political, and sectional differences which existed in colonial American society.	U H	K5 K6	2 3			See goal 1.
8. The student knows how difficulties of travel and communication in the colonial communities furthered the growth of regionalism.	U H	K6 K8	3			See goal 1.
9. The student knows that the three types of English colonies (corporate, proprietary, royal) established in America determined their respective forms of government.	U H	G2 K5	2 3			See goal 1.
10. The student knows the characteristics of educational systems in New England, middles and southern colonies including degree of public support, purposes, administration, and degree of public involvement.	U H	K3 K6	2			See goal 1.
11. The student knows that many colonists came to America as indentured servants.	U H	G2 K3	2			See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.4.2.3 Colonial history (Cont.)						
12. The student knows that major European cultural and political traditions passed principally through England to North America (e.g., doctrine of Natural Rights).	U H	G2 K3 K4	2 3			See goal 1.
13. The student knows the characteristics of political life in the New England, middle and southern colonies including participation in government, basis of power, and stability of government.	U H	K3 K6	2			See goal 1.
14. The student knows major changes in religious and political thought in colonial America between the 17th and 18th centuries.	H	K3 K4	2			See goal 1.
15. The student knows how (e.g., socially, economically, and politically) American society of the 18th century was distinctly different from British society of the same period.	H	K5	2 3			See goal 1.
16. The student knows ways the church influenced colonial society in New England.	U H	K3 K6 K8	2 3			See goal 1.
17. The student knows Puritan ideas of God and morality as found in literature and lore of early New England.	H	G1 K3	2			See goal 1.

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7.4.2.3 Colonial history (Cont.)						
18. The student knows how Puritan intolerance and refusal to accept dissent influenced colonial development.	H	K3 K8	2 3			See goal 1.
19. The student knows strengths and weaknesses of a church-oriented civil government such as existed in colonial New England.	H	K3 K8	3			See goal 1.
20. The student knows factors which accounted for decline of Puritanism in New England.	H	K3 K4 K8	2 3			See goal 1.
21. The student knows how early colonial traders alienated the Indians and the effects of this alienation on the political situation of the times (e.g., the Indians joined the French in the struggle for supremacy in North America).	U H	K4 K8	2 3			See goal 1.
22. The student knows why attempts by the British Government to stop westward movement by colonists were unsuccessful.	U H	K3 K4 K6 K8	3			See goal 1.
23. The student knows similarities (in terms of class and structure) between American colonial society and contemporary American society.	H	K3 K5	3			See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.4.2.4 American revolution						
1. The student knows the location and use of print and non-print materials related to history of the American Revolution (e.g., card catalog: "U.S.-History-Revolution," "U.S.-History-Revolution-Causes," "U.S.-History-Revolution-Campaigns and Battles"; Reader's Guide: "U.S.-Revolution," "Boston Massacre, 1770" "U.S.-Revolution-Drama," "U.S.-Revolution-Negroes"; periodicals: American Heritage index; area and building audiovisual catalogs: "American Revolution, Ballad," "American Revolution, Literature").	P I U H	K6 K7	3 6			(V) Cultural knowledge (V) Inquiring
2. The student knows how Britain's victory over France in 1763 affected its relationship with its American colonies.	U H	K4 K8	2 3			See goal 1.
3. The student know actions taken by Britain in an effort to maintain control over her American colonies.	P I U H	K3	2			See goal 1.
4. The student knows the extent to which various steps taken by Britain to tighten control over her American colonies from 1763-1775 were successful.	P I U H	K3	2			See goal 1.
5. The student knows how British economic policies, especially mercantilism, influenced onset of the American Revolution.	I U H	K4 K8	2 3			See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.4.2.4 American revolution (Cont.)						
6. The student knows anachronistic social factors which contributed to the American Revolution.	I U H	K3 K4 K8	2 3			See goal 1.
7. The student knows the American Revolution was only one of many colonial problems faced by England during this period.	P I U H	G2 K3	2			See goal 1.
8. The student knows British and American interpretations of the major causes of the American Revolution.	I U H	K5 K6	2			See goal 1.
9. The student knows that propagandists like Samuel Adams, Thomas Paine, et. al. helped stimulate the American Revolution.	I U H	K1 K4 K8	2			See goal 1.
10. The student knows alternative courses of action available to both the British and the colonies which may have averted the American Revolution.	I U H	K3	3			See goal 1.
11. The student knows how the American Declaration of Independence reflects influence of European philosophers including Locke, Montesquieu, and Rousseau.	U H	K1 K3 K8	2 3		8.5	See goal 1.
12. The student knows reasons for American rebellion as stated in the Declaration of Independence, and their historical significance and validity.	P I U H	K2 K3 K8	2 3			See goal 1.

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7.4.2.4 American revolution (Cont.)						
13. The student knows that the principles expressed in the Declaration of Independence include equality, natural rights, and responsibility of government.	P I U H	G1 K3	3			See goal 1. Also: (V) Equality (V) Freedom (V) Justice (C) Equality (C) Freedom
14. The student knows why many Americans chose to remain loyal to the King during the American Revolution.	I U H	K3	2 3			See goal 1.
15. The student knows advantages and disadvantages held by Americans and British when fighting the Revolutionary War.	I U H	K3	2 3			See goal 1.
16. The student knows major, economic, military and diplomatic events of the American revolution, and the dates, places, personalities, groups, etc. significantly associated with them.	P I U H	K1 K4 K6 K8	2			See goal 1.
17. The student knows how the American social-political structure was changed as a result of the Revolutionary War.	I U H	K4 K6 K8	2 3			See goal 1.
18. The student knows how social, economic, and political changes brought about by the American Revolution compare to those brought about later by the French and Russian Revolutions.	H	K4 K5	2 3			See goal 1.

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7.4.2.5 Nationalization (See also: 8.7.1 The Constitution)						
1. The student knows the location and use of print and non-print materials related to the history of the United States from 1787 to 1860 (e.g., card catalog: "U.S. History-1787-1860," "U.S. History-War of 1812,"; periodicals: American Heritage index, American West, American Historical Review; area and building audiovisual catalogs: "Constitution, U.S."; special materials; microfiche of Niles Register, 1810-1865).	P I U H	K6 K7	3 6			(V) Cultural knowledge (V) Inquiring
2. The student knows major arguments espoused by Federalists (Paine, Hamilton, Jay, Madison, Washington) and anti-Federalists (Samuel Adams, John Hancock, Patrick Henry) concerning the design and function of American government.	I U H	K1 K3	2 3			See goal 1.
3. The student knows how major personalities of the period (including Thomas Paine, Alexander Hamilton, John Adams, James Madison, John Jay, Samuel Adams, Patrick Henry, John Hancock, and Thomas Jefferson) contributed to early philosophical, social, economic, and political development of America.	I U H	K1 K3 K4 K6	2 3			See goal 1.

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7.4.2.5 Nationalization (Cont.)						
4. The student knows problems which arose from the concern of states rights as expressed in the Articles of Confederation (e.g., collection of taxes, defense, establishment of a fiscal policy, and the regulation of commerce by the central government).	I U H	K3 K4	2			
5. The student knows that the abandonment of the Confederation and the switch to the Constitution in 1787 is often called the "Second American Revolution".	I U H	G2 K2	2 3			
6. The student knows that the Constitution is a document of many compromises.	I U H	G2 K3	2 3			See goal 1. Also: (C) Compromise
7. The student knows that a system of checks and balances was created by the Constitution as a measure to prevent excessive power of a strong central government.	I U H	G1 K2 K7	2 3			
8. The student knows how concerns of Alexander Hamilton and Thomas Jefferson regarding proper function of American government may be reflected in contemporary political behavior.	U H	K4 K7	3		8.7.2	
9. The student knows how George Washington's interpretation of the presidency set precedent for later office holders.	U H	K3 K4	2 3		8.7.2.1	

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7.4.2.5 Nationalization (Cont.)						
10. The student knows the characteristics of the U.S. federal system as exemplified by the division of powers in the Constitution.	I U H	K2 K3	3			See goal 1.
11. The student knows how the system of checks and balances may be used to check the power of the executive, legislative, and judicial branches of the Federal Government.	I U H	K2 K7	2 3			See goal 1.
12. The student knows why the provisions in the Constitution relating to the protection of property were viewed by many as a means of protection for the wealthy.	U H	K3	3			See goal 1.
13. The student knows that the Bill of Rights was added to the Constitution because of the fear of the power of the central government over the individual.	I U H	G2 K8	2			See goal 1.
14. The student knows that many of the provisions of the Bill of Rights (e.g., freedom of speech, freedom from search and seizure) were inspired by the experience of the people in the colonial period.	I U H	G2 K4 K8	2 3			See goal 1.
15. The student knows how some of the court interpretations of provisions of the Bill of Rights (e.g., freedom of religion, due process of law) affect contemporary community and national life.	I U H	K2 K7 K8	3 7			See goal 1.

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7.4.2.5 Nationalization (Cont.)						
16. The student knows that conflicts over the power of the central government during the Federal Period were a factor in the development of political parties.	I U H	K3 K4 K8	2 3		8.7.2.5	See goal 1.
17. The student knows how "nationalism" of the early 1800's was reflected in art and literature of the period (e.g., Hudson River School of Painting).	U H	K3	2			See goal 1. Also: (V) Cultural arts
18. The student knows that the naturalist philosophy of the transcendentalist was one of the factors that encouraged the growth of communal societies in the early 1800's.	U H	K3 K4	3			See goal 1.
19. The student knows that the War of 1812 was fought due to conflicts about freedom of the seas, trading rights, and other social, political and economic issues not settled by the Revolutionary War.	I U H	G2 K4 K6 K8	2			See goal 1.
20. The student knows how conflicting economic interests of the West, South, and Northeast affected support of, and opposition to, the War of 1812.	U H	K4 K6 K8	2			See goal 1.
21. The student knows that the War of 1812 was settled by negotiation rather than through military conquest.	U H	G2 K3 K7	2			See goal 1.

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7.4.2.5 Nationalization (Cont.)						
22. The student knows why the conflict over nullification of the tariff of 1828 did not settle the question of the power of the federal government over the states.	H	K3 K7	2 3			See goal 1.
23. The student knows how "Jacksonian Democracy" affected social, economic, and political institutions of laissez faire and the spoils system.	H	K1 K3 K4 K6	2			See goal 1.
24. The student knows that attitudes toward ownership of property as a qualification for voting resulted in much liberalization of elections because of the Jacksonian (democratic) concept of "common man".	U H	G2 K4 K9	2			See goal 1.
25. The student knows how John C. Calhoun as the defender of states rights and Daniel Webster as the defender of federal power were instrumental in polarizing the thinking of the people.	U H	K1 K4 K5 K8	2 3			See goal 1.
26. The student knows how writers such as Emerson, Thoreau, Longfellow, and Lowell used literature as a means of calling attention to the need for social and political reform in America.	U H	K1 K4 K7	2 3			See goal 1.

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7.4.2.5 Nationalization (Cont.)						
27. The student knows that skilled laborers (e.g., shoemakers, painters, and carpenters) were among the first groups to organize because they could not be as readily replaced as unskilled laborers.	I U H	G2 K3 K7	2		5.5.1.2	See goal 1.
28. The student knows that Utopian societal experiments (e.g., New Harmony, Indiana and Oneida, New York) were started as a result of political, social, and economic conditions before the Civil War.	U H	G2 K1 K4 K8	2			See goal 1.
29. The student knows that social reform, including temperance movements and care of the mentally ill, gained many followers before the Civil War.	I U H	G2 K4	2			See goal 1. Also: (V) Social concern
30. The student knows that intolerable working conditions including child labor, long hours, and dangerous conditions stimulated attempts of working men to organize before the Civil War.	I U H	G2 K4 K6 K8	2			See goal 1. Also: (V) Social concern
31. The student knows scientific inventions (e.g., the use of anesthesia) and technological developments and inventions (e.g., railroads, steamboats, and the telegraph) that were in fairly wide use in the North before the Civil War.	I U H	K3 K6	2			See goal 1.

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7.4.2.6 Civil war						
1. The student knows the location and use of print and non-print materials related to the history of the Civil War (e.g., card catalog: "American History - Civil War," "Abolitionists"; periodicals: American Heritage index, American West; area and building audiovisual materials: "Civil War," "Slavery"; special materials: Encyclopedia of the Social Sciences).	I U H	K6 K7	3 6			(V) Cultural knowledge (V) Inquiring
2. The student knows that slavery was integral in the economy of the South.	P I U H	G2 K3	2 3		6.3.3	See goal 1.
3. The student knows physical and social conditions under which Negro slaves lived and worked.	P I U H	K3 K6	2			See goal 1.
4. The student knows that argument over the extension of slavery was intensified as a result of the territorial acquisition treaty of Guadalupe Hidalgo.	I U H	K1 K4 K8	2			See goal 1.
5. The student knows how many Negro slaves, including Frederick Douglas, Nat Turner, and Harriet Tubman, took action against the institution of slavery.	P I U H	K1 K3 K7	2			See goal 1. Also: (V) Dissenting (V) Commitment
6. The student knows that William Lloyd Garrison and others caused widespread reaction in both the North and South through their writing against the institution of slavery.	I U H	K1 K4 K7	2			See goal 1. Also: (V) Dissenting (V) Commitment

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7.4.2.6 Civil war (Cont.)						
7. The student knows how the invention of the cotton gin strengthened the institution of slavery.	I U H	K4 K8	2 3			See goal 1.
8. The student knows how Stephen A. Douglas and Abraham Lincoln helped to crystalize opinions on the extension of slavery in the territories.	I U H	K1 K4 K7	2			See goal 1.
9. The student knows that the social, political, and economic differences between the North and the South led each to protect its way of life by gaining or at least maintaining power.	P I U H	G2 K3 K4	2 3			See goal 1. Also: (C) Conflict
10. The student knows major social, economic, and political factors which helped precipitate the Civil War.	U H	K3 K4 K8	2 3			See goal 1.
11. The student knows advantages held by the North at the outbreak of the Civil War, including: money, factories, iron production, farmland, population, and railroad development.	U H	K3	2			See goal 1.
12. The student knows advantages held by the South at the outbreak of the Civil War, including: better generals, defense of homes, knowledge of topography, preparation for action and devotion to a cause.	U H	K3	2 3			See goal 1.

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7.4.2.6 Civil war (Cont.)						
13. The student knows how various disadvantages and advantages held by the North and South during the Civil War affected the outcomes of battles.	U H	K3 K4 K8	3			See goal 1.
14. The student knows how "border states" during the Civil War were of military, political, and economic assistance to the North.	U H	K1 K6 K7	3			See goal 1.
15. The student knows the economic and political reasoning involved in Lincoln's issuing the Emancipation Proclamation (e.g., desire to win European support for the North).	H	K3 K8	2 3			See goal 1.
16. The student knows that Lincoln's original reason for freeing the slaves was military necessity.	H	G2 K3	2 3			See goal 1.
17. The student knows the extent to which the military strategies used by both North and South proved effective in the Civil War.	H	K3 K4 K8	2 3			See goal 1.
18. The student knows how Lincoln's various military and politician strategies were employed during the Civil War.	H	K3 K7	2 3			See goal 1.
19. The student knows effects of major battles (e.g., Gettysburg, Vicksburg, and Chattanooga) on the outcome of the Civil War.	H	K1 K4 K8	2 3			See goal 1.

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7.4.2.6 Civil war (Cont.)						
20. The student knows how the major personalities of the period (e.g., Lincoln, Grant, Sheridan, Lee) affected the outcome of the Civil War.	H	K1 K3 K8	2 3			See goal 1.
21. The student knows why 1863 marked the turning point of the Civil War (e.g., fall of Vicksburg, the northern victory at Gettysburg).	U H	K1 K3 K4	3			See goal 1.
22. The student knows that the physical, economic, and psychological exhaustion of the South led to Northern victory in the Civil War.	U H	G2 K4 K8	2 3			See goal 1.
23. The student knows far-reaching social, political, and economic effects of the Civil War. (e.g., racial problems, sectionalism)	I U H	K3 K4 K8	3			See goal 1.

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7.4.2.7 Reconstruction						
1. The student knows the location and use of print and non-print materials related to history of the United States during the Reconstruction Era (e.g., card catalog: "U.S. History, Reconstruction," "Carpetbaging"; Reader's Guide: "Reconstruction-Civil War," "Johnson, Andrew," "Impeachment"; periodicals: American Heritage index, American West; area and building audiovisual materials: "U.S. Politics, reconstruction," "Impeachment"; special materials: Encyclopedia of the Social Sciences).	I U H	K6 K7	3 6			(V) Cultural knowledge (V) Inquiring
2. The student knows various plans for Reconstruction which were posed at the conclusion of the Civil War.	U H	K3 K7	2			See goal 1.
3. The student knows original purposes of Reconstruction, including: to repair the physical damages of the South to rebuild Southern states, and to restructure relationships between the Negroes and whites.	U H	K7	2 3			See goal 1. Also: (V) Stability (V) Unity of purpos
4. The student knows how the Negroes' social, economic, and political life was affected by the Emancipation Proclamation.	I U H	K3 K4 K8	2 3		7.4.7	See goal 1.
5. The student knows that the 13th, 14th, and 15th Amendments, which protect the rights of the Negro, arose from the social, economic, and political conflicts during the Civil War era.	I U H	G1 K3 K4	2 3			See goal 1. Also: (V) Freedom (V) Equality (V) Justice

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7.4.2.7 Reconstruction (Cont.)						
6. The student knows reasons why the 14th and 15th Amendments were not effective in securing black rights in the South.	I U H	K3 K8	2 3			See goal 1.
7. The student knows how contemporary American society may reflect attitudes and programs (Black Codes, Jim Crow Laws) of the Reconstruction Period.	I U H	K3 K4 K8	3		6.4.7	See goal 1. Also: (V) Social sensitivity (V) Insight
8. The student knows that President Johnson's impeachment was motivated by the political struggle of Congress and the President in their attitudes toward Reconstruction.	I U H	G2 K4 K8	2 3			See goal 1.
9. The student knows that the Reconstruction Era was dominated by Northern Conservatives who were convinced that the South should be punished for having caused the Civil War.	I U H	G2 K1 K3	2 3			See goal 1.
10. The student knows that the politics of the Reconstruction Era were marked by a high incidence of scandal and injustice.	I U H	G2 K3	2 3			See goal 1.
11. The student knows that the increase in technology created during the Civil War gave impetus to rapid economic growth.	I U H	G2 K3 K4 K8	2 3			See goal 1.

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7.4.2.7 Reconstruction (Cont.)						
12. The student knows that the population of cities grew at a faster rate than the population of rural America following the Civil War.	I U H	G2 K4 K6	2		6.3.7 6.4.7	See goal 1. Also: (C) Urbanization
13. The student knows how the Atlantic cable in 1866 contributed to better international relations.	I U H	K4 K7 K8	2 3			See goal 1. Also: (V) Tools (V) Progress (V) Communicating
14. The student knows how the Compromise of 1877 helped bring an end to Reconstruction.	I U H	K1 K4 K8	2 3			See goal 1.

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7.4.2.8 Expansion of the Frontier(s) (See also: 6.4.8 U.S. Settlement patterns)						
1. The student knows the location and use of print and non-print materials related to the history of the United States Frontier(s), (e.g., card catalog: "U.S. History-Frontier," "Westward Migration," "Manifest Destiny"; Reader's Guide: "Oregon Trail," "Overland Journeys," "Gold Rush"; periodicals: American Heritage index, American West; area and building audiovisual materials "West, American Settlement," "Great Plains," "Exploration"; special materials: Encyclopedia of the Social Sciences).	I U H	K6 K7	3 6			(V) Cultural knowledge (V) Inquiring
2. The student knows social, economic and political characteristics of a frontier-type culture.	I U H	G2 K3	2 3			See goal 1.
3. The student knows that every part of the United States has been a frontier at some time in the past.	I U H	G2 K3 K6	2 3			See goal 1.
4. The student knows that there were many frontiers (e.g., cattle, mining, farming, urban, lumbering, fur, etc.).	I U H	G2 K3	2 3			See goal 1.
5. The student knows the progressive movements of the various frontiers as they crossed the American Continent.	U H	K4 K5 K6	3			See goal 1.

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7.4.2.8 Expansion of frontier(s) (Cont.)						
6. The student knows that the Frontiers moved in an erratic manner across the continent.	I U H	G2 K4 K6	2 3			See goal 1.
7. The student knows the areas occupied by various frontiers.	I U H	K6	2 3			See goal 1.
8. The student knows that the Northwest Ordinance of 1787 called for the admission of new states into the Union, and kept America from exploiting its frontiers as colonies.	I U H	G1 K1 K3 K7	2 3			See goal 1.
9. The student knows the Land Ordinance of 1785 called for the survey and sale of government lands.	I U H	G1 K1 K3	2			See goal 1.
10. The student knows that westward expansion, the boom in canal building in the north, and the beginning of the clipper ship era increased U.S. economic activity in the period after the War of 1812.	I U H	G2 K3 K4 K8	2 3			See goal 1.
11. The student knows major political goals and outcomes of the Lewis and Clark Expedition.	I U H	K1 K3 K8	2 3			See goal 1. Also: (V) Exploring
12. The student knows major factors involved in the westward movement and interest in Oregon country (e.g., China trade, search for Columbia River, extension of geography - Manifest Destiny).	I U H	K3 K4 K6	2 3			See goal 1.

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7.4.2.8 Expansion of frontier(s) (Cont.)						
13. The student knows why early efforts to set aside areas of land for the exclusive use of Indians failed to resolve the conflicts between settlers and Indians.	I U H	K3 K4 K8	2 3			See goal 1.
14. The student knows why the Plains Indians' dependence on the buffalo and the horse led to conflicts with early white men and eventually imperiled the Indian culture.	I U H	K3 K4 K6	2 3			See goal 1.
15. The student knows major factors in the depletion of Plains Indian populations and the decline of their culture, including: invention of "six-shooters," spread of contagious diseases, slaughter of buffalo.	I U H	K3 K8	2			See goal 1.
16. The student knows historic roles of major Indian leaders, such as: Pontiac (Ottawa), Joseph Brandt (Mohawk), Tecumseh (Shawnee), Sequoya (Cherokee), Black Hawk (Sauk & Fox), Osceola (Seminole), Seattle (Suquamish), Red Cloud (Sioux), Joseph (Nez Perce), Quanak Parker (Comanche), contexts in which their leadership assumed significance, and their various legacies to contemporary American populations.	I U H	K1 K4 K6 K7	2			See goal 1.
17. The student knows that United States land policy changed from a practice of selling land to one of giving away land to the settlers.	I U H	G2 K2 K4	2			See goal 1.

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7.4.2.8 Expansion of frontier(s) (Cont.)						
18. The student knows that the concept of "free land" which was believed by many immigrants to be true in America was not a legal entity until the Homestead Act of 1862.	I U H	G1 K3 K4	2			See goal 1.
19. The student knows the successes and failures of the federal land policy in encouraging westward migration.	I U H	K3 K4 K6	2			See goal 1.
20. The student knows that differences in language and religion contributed to the conflict between Texas and Mexico in 1835.	U H	G2 K3 K4	2			See goal 1.
21. The student knows that the Texas boundary dispute in 1846 was used by expansionists to satisfy their desires for more land.	U H	G2 K4 K6 K7	2			See goal 1.
22. The student knows that the major pressure for war with Mexico came from southerners who wanted to extend the production of cotton with slave labor.	U H	G2 K4 K6 K7	2 3			See goal 1.
23. The student knows that the Mexican War achieved the dream of Manifest Destiny by expanding U.S. boundaries to the Pacific Ocean.	U H	G2 K1 K4 K6	2			See goal 1.
24. The student knows conditions, personalities and events affecting the course and outcome of the Mexican War.	U H	K1 K4 K6	2			See goal 1.

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7.4.2.8 Expansion of frontier(s) (Cont.)						
25. The student knows that the Mormons moved to Great Salt Lake to escape harassment and persecution for their religious beliefs and social practices.	U H	G2 K1 K4 K7	2			See goal 1.
26. The student knows that the development of the railroad, mining, and cattle industries on the Great Plains around 1860 contributed to the growth of the West and resulted in the admission of several states into the Union.	I U H	G2 K4 K6	2			See goal 1.
27. The student knows that the rush to mining towns in the West resulted in many social, economic, and political problems (e.g., outlaws, poor sanitation, food shortages, no organized government, housing shortages).	I U H	G2 K3 K4 K6	2 3			See goal 1.
28. The student knows that the admission of California as a state without first acquiring territorial status was influenced in part by the Gold Rush of 1849.	I U H	G2 K3 K4 K6	2 3			See goal 1.
29. The student knows physical obstacles to settlement in the Great Plains, including: storms, drought, locusts, and inaccessibility.	I U H	K3 K4 K6	2 3			See goal 1.

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7.4.2.8 Expansion of frontier(s) (Cont.)						
30. The student knows that areas of the frontier, such as the Great Plains, could not be exploited until after development of necessary technology (e.g., the self scouring plow, windmills and barbed wire).	I U H	G2 K4 K6 K7	2 3			See goal 1.
31. The student knows factors in the termination of the "open range" policy in the West, including: the invention of barbed wire, regulatory laws of state governments and the appearance of sheep ranchers and crop farmers.	I U H	K3 K4 K6	2			See goal 1.
32. The student knows that the important occupations of western settlers in the 1860's were farming, ranching, mining, lumbering, and fishing.	I U H	G2 K3 K6	2 3		6.3.8	See goal 1.
33. The student knows how the completion of the continental railroad contributed to the growth of population, industry, and national unity.	I U H	K3 K4 K6 K8	2 3		6.3.6	See goal 1.
34. The student knows that the demand of the West for faster mail, passenger, and freight delivery resulted in the expansion of transportation subsidized by the federal government (e.g., stage coach, pony express, railroad, roads).	I U H	G2 K3 K4 K7	2			See goal 1.

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7.4 2.8 Expansion of frontier(s) (Cont.)						
35. The student knows how the "Frontier Thesis" (Frederick Jackson Turner) seeks to explain development of democracy and social equality in the United States.	H	K1 K7	3			See goal 1.
36. The student knows that the purchase of Alaska, the first example of U.S. expansion outside its contiguous boundaries, represents a further application of the ideology of Manifest Destiny.	U H	G2 K3 K4	2 3			See goal 1.

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7.4.2.9 Progressive period						
1. The student knows the location and use of print and non-print materials related to history of the U.S. Progressive Era (e.g., card catalog: "U.S.-Industries," "Railroads, History," "Populists"; Reader's Guide: "Trade Unions - History," "Muckrakers," "Anti-Trust Laws"; periodicals: McClures, New Republic; area and building audiovisual materials: "U.S. Politics," "Immigrants, U.S."; special materials: Encyclopedia of the Social Sciences).	U H	K6 K7	3 6			(V) Cultural knowledge (V) Inquiring
2. The student knows how the Darwinian concept of survival of the fittest was used to justify amassing wealth by men like Carnegie, Vanderbilt, Rockefeller.	U H	K1 K7	2 3			See goal 1.
3. The student knows that the desire for greater capital, limited liability, and continuity of operation gave rise to the corporation.	U H	G2 K4 K7	2 3		5.5.1.1	See goal 1.
4. The student knows that the trust was an effective means of eliminating competition and making profit, and was regarded by many workers and farmers as a symbol of monopoly and greed.	U H	G2 K7	2 3			See goal 1. Also: (V) Competing
5. The student knows that mass production, interchangeable parts, and the assembly line were important industrial factors in the rapid growth of national wealth and the rise in national standard of living.	I U H	K3 K4 K7	2 3		6.3.3	See goal 1. Also: (V) Productivity (V) Progress (C) Industrialization

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7.4.2.9 Progressive period (Cont.)						
6. The student knows that the American Federation of Labor was the first successful attempt to organize labor on a national level.	I U H	G2 K1 K3	2		5.5.1.2	See goal 1. Also: (V) Cooperating (V) Freedom of assembly
7. The student knows that the rights of labor to organize, negotiate and strike were won only after long and difficult legal and political battles.	I U H	G2 K3 K4	2			See goal 1. Also: (V) Dissenting (V) Perseverence
8. The student knows that the rise of organized labor was marked by riots, strikes and killings during the late 19th century.	I U H	G2 K3 K4	2			See goal 1.
9. The student knows that the growth of population, wealth, and industrial capacity resulted in social change throughout the United States.	I U H	G2 K3 K4 K8	2 3			See goal 1. Also: (C) Social change (C) Growth
10. The student knows major social problems which were an outgrowth of the Industrial Revolution (e.g., child labor, slums, sanitation).	I U H	K3 K4 K8	2 3			See goal 1. Also: (C) Industrialization
11. The student knows economic problems experienced by farmers and laborers working within the free enterprise system of the late 19th century.	I U H	K3	2 3			See goal 1.

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7.4.2.9 Progressive period (Cont.)						
12. The student knows factors in the mechanization and increased productivity of American farming, including: (1) a greater demand for agricultural products (influx of immigrants) and (2) decline in number of agricultural workers due to the labor demand of the Industrial Revolution.	I U H	K3 K4 K8			5.5.2 6.3.2 6.4.7	See goal 1.
13. The student knows the farm grange was formed to promote the social, intellectual, and the cultural interests of farm families.	I U H	G2 K1 K3 K7	2			See goal 1. Also: (V) Cooperating (C) Community
14. The student knows that the major reason for the formation of the farm cooperatives was to provide economic protection from the trusts, pools, and mergers of big business.	U H	K1 K3 K7	2 3		5.5.1.1	See goal 1. Also: (V) Cooperating (V) Security, collective
15. The student knows that in the late 1800's the major efforts of the government to aid the dissatisfied farmers were: (1) the passage of the Morrill and the Hatch Acts and (2) the creation of the Department of Agriculture.	H	G1 G2 K4 K7	2			See goal 1.
16. The student knows that a pure socialism was advocated by 19th century reformers as a means of promoting the common good rather than individual advantage.	U H	G2 K3 K4 K7	2 3		5.6.2	See goal 1.

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7.4.2.9 Progressive period (Cont.)						
17. The student knows the types and extent of influence exerted on government by business and industry in the late 1800's.	U H	K3 K7	2			See goal 1.
18. The student knows that during America's Industrial Revolution governmental officials were involved in financial scandals with wealthy industrial powers (e.g., Self-Improvement Co., Black Market Scandal).	U H	G2 K3	2 3			See goal 1.
19. The student knows how the economic theory of "laissez-faire" affected industrial expansion of the late 19th century.	U H	K1 K3 K4 K8	2 3		5.3.3	See goal 1.
20. The student knows that results of the practice of laissez-faire created deep resentment of common Americans against the tycoons and law-makers of the 19th century.	U H	K3 K4 K8	2 3			See goal 1.
21. The student knows federal legislative measures which contributed to the growth of American industry--1860-1900 (e.g., contract labor laws, railroad subsidies, protective tariffs).	U H	G1 K3 K4 K8	2 3			See goal 1.
22. The student knows that the first Interstate Commerce Act (1887) was ineffective but that it established the precedent for federal regulation of business.	I U H	G1 G2 K4 K7	2 3		5.7.1.1	See goal 1.

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7.4.2.9 Progressive period (Cont.)						
23. The student knows that the enactment of the Civil Service Act ended the practice of the spoils system and initiated a series of government reforms that had far-reaching effects (e.g., secret ballot, direct primary, popular election of senators, women's suffrage).	I U H	G1 G2 K4 K7	2 3			See goal 1. Also: (V) Government (V) Laws (V) Progress (V) Voting (C) Political culture
24. The student knows how the writers known as "muckrakers" (e.g., Upton Sinclair, Tarbell, and Lincoln Steffens) influenced legislation regulating industry in the early 1900's.	U H	K1 K4 K7	2 3			See goal 1. Also: (V) Freedom of speech (V) Commitment (V) Educating (V) Literacy
25. The student knows legislation which reflected the trend toward government intervention in business that began in Wilson's administration (e.g., the Clayton Act, the Federal Reserve Act).	U H	G1 K3 K4	2 3		5.5.4 5.7.1.1	See goal 1.
26. The student knows economic and social implications of the massive immigration to America in the 1800's.	I U H	K3 K4 K7	2 3		6.4.7	See goal 1.
27. The student knows that immigrants came to America during the 19th century because of poor living conditions and limited opportunity in their native countries.	U H	G2 K3 K4 K6	2 3		6.3.5 6.4.7	See goal 1.
28. The student knows how policies of the American government affected the Chinese laborers in the 19th century.	U H	K3 K4 K8	2 3		6.4.7	See goal 1.

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7.4.2.9 Progressive period (Cont.)						
29. The student knows how President Theodore Roosevelt's desire to make the United States the dominant nation in the Western Hemisphere was reflected in his policies (e.g., his action in the Venezuela Crisis of 1901; his corollary to the Monroe Doctrine).	U H	K3 K7	2 3			See goal 1.
30. The student knows that the United States' negotiations of treaty rights to build the Panama Canal were a major result of Theodore Roosevelt's "Big Stick Diplomacy."	U H	G2 K4 K7	2 3			See goal 1.
31. The student knows that the "New Manifest Destiny" of the late 19th century was characterized by U.S. expansion of its interests and territorial acquisitions into such areas as Hawaii, the Philippines, Panama, China and so on.	U H	K1 K3 K4 K6	2 3		7.4.2.8	See goal 1.
32. The student knows reasons why the U.S. became involved in the Spanish-American War.	U H	K3 K4 K7	2 3			See goal 1.
33. The student knows that the Spanish-American War established the United States as a major world power.	U H	G2 K4 K7	2 3			See goal 1.
34. The student knows places, conditions, events, personalities, etc. affecting the course and outcome of the Spanish-American War.	U H	K3 K4 K6	2			See goal 1.

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7.4.2.10 World War I						
1. The student knows the location and use of print and non-print materials related to history of the United States in World War I (e.g., card catalog: "U.S. History, World War I," "U.S. Foreign Relations - 1914-1920"; Reader's Guide: "European War, 1914-1918," area and building audiovisual catalogs: "World War I, Trench Warfare," "Isolationism, U.S.").	I U H	K6 K7	3 6			(V) Cultural knowledge (V) Inquiring
2. The student knows major causes of World War I (i.e., political, economic, and social factors).	I U H	K3 K8	2 3			See goal 1.
3. The student knows predominant American reactions to the outbreak of World War I in Europe (e.g., public support, isolationism).	I U H	K3 K4	2 3			See goal 1.
4. The student knows factors altering American tendency toward isolationism prior to entering World War I (e.g., propaganda).	I U H	K3 K4 K8	2 3			See goal 1.
5. The student knows major factors and incidents leading to Wilson's request for a declaration of war against Germany (e.g., effect of submarine warfare on shipping to England, northern Europe; sinking of Lusitania).	I U H	K3 K4 K6	2			See goal 1.
6. The student know that World War I was the first war of global scope in World History.	I U H	G2 K3	2 3		6.4.5 8.9	See goal 1.

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7.4.2.10 World War I (Cont.)						
7. The student knows new weaponry developed and used during the course of World War I. (e.g., tanks, poisonous gas, submarines, fighter planes).	I U H	K3 K4 K7	2			See goal 1.
8. The student knows implications of the fact that thousands of Americans learned of new cultures and morals through their overseas experiences during World War I.	I U H	K3 K4 K8	2			See goal 1. Also: (V) Diversity (C) Diffusion (C) Acculturation (C) Social change
9. The student knows that many of Europe's social, political, ethnic and economic problems remained unsolved after World War I.	I U H	G2 K3	2			See goal 1.
10. The student knows how the many unsolved problems in European nations following World War I may have helped to precipitate World War II.	I U H	K3 K4 K8	3		7.5.3.7	See goal 1.
11. The student knows locations, events, dates, personalities, etc. having significance for the course or outcomes of World War I, and roles played by American forces, finances and technology.	I U H	K3 K4 K6 K7	2			See goal 1.

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7.4.2.11 The 1920's						
1. The student knows the location and use of print and non-print materials related to the history of the U.S. in the 1920's (e.g., card catalog: "U.S. History - 1920-1930," "Prohibition"; Reader's Guide: "Crime, 1920-1930," "Coolidge, Calvin"; area and building audio-visual catalogs: "Prohibition," "Jazz," "Fashion - 1920-1930.").	I U H	K6 K7	3 6			(V) Cultural knowledge (V) Inquiring
2. The student knows foreign policy decisions which demonstrated the tendency of the U.S. toward isolationism during the 1920's.	U H	K3 K4	2 3			See goal 1.
3. The student knows reasons why membership in the League of Nations was rejected by the United States.	U H	K3 K8	2		8.9.3	See goal 1.
4. The student knows reasons for the failure of attempts to outlaw international war in the 1920's.	U H	K3 K8	3		8.9	See goal 1. Also: (C) Conflict
5. The student knows reasons for the failure of attempts to limit national arms in the 1920's.	U H	K3 K8	3		8.9	See goal 1. Also: (C) Conflict
6. The student knows that the fear of communism ("Red Scare") in America immediately following World War I resulted in widespread suppression of civil liberties.	U H	G2 K3 K4 K8	2 3			See goal 1. Also: (V) Equal protectic under law

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7.4.2.11 The 1920's (Cont.)						
7. The student knows factors which contributed to the instability of the 1920's economy (e.g., stock speculation on low margins).	U H	K3 K8	2 3			See goal 1.
8. The student knows how the economic doctrine of laissez-faire was interpreted and applied by the Republican administration of the 1920's.	U H	K2 K4 K7	2 3			See goal 1.
9. The student knows leaders and groups who were instrumental in getting the prohibition and women's suffrage amendments added to the Constitution, and events and conditions affecting the courses and outcomes of movements involved.	I U H	K1 K3 K4	2			See goal 1. Also: (V) Dissenting (V) Democratic process (V) Equality (V) Commitment
10. The student knows that the 1920's were years characterized by widespread disregard for law in the United States.	U H	G2 K3	2 3			See goal 1. Also: (C) Social change
11. The student knows that the 1920's were years of reform in many segments of society (e.g., women's rights, politics).	I U H	G2 K3 K4	2			See goal 1. Also: (V) Democratic process (V) Progress (C) Political culture
12. The student knows that mass production greatly increased the availability of consumer goods in America during the 1920's.	I U H	K3 K4 K8	2			See goal 1. Also: (C) Production (C) Mass society

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7.4.2.11 The 1920's (Cont.)						
13. The student knows technological inventions developed or mass produced in the 1920's which brought about social change (e.g., the automobile, vacuum cleaner, automatic washing machine).	I U H	K3 K4 K7	2			See goal 1. Also: (C) Social change
14. The student knows the effects of mass-production technology on management-labor relations during the 1920's.	U H	K3 K8	2 3			See goal 1.
15. The student knows that writers like Ernest Hemingway, F. Scott Fitzgerald, and Sinclair Lewis wrote fiction which reflected and interpreted society during the 1920's.	H	K1 K3 K7	2 3			See goal 1. Also: (V) Creativity (V) Cultural arts

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7.4.2.12 Depression (See also: 5.7.2.1 Economic instability)						
1. The student knows the location and use of print and non-print materials related to the history of the Great Depression of 1929-1940 (e.g., card catalog: "U.S. History-Great Depression," "Hoover, Herbert," "New Deal"; Reader's Guide: "Roosevelt, F.D.," "N.R.A.," "Business Depression, 1929-1939"; area and building audiovisual catalogs: "New Deal, U.S.," "Unemployment").	I U H	K6 K7	3 6			(V) Cultural knowledge (V) Inquiring
2. The student knows that over-extended construction, speculation on the stock market with borrowed money, and a depressed farm economy were all contributing casual factors in the Market Crash of 1929 and the Great Depression.	U H	G2 K3 K4 K8	2 3			See goal 1.
3. The student knows how the stock market crash of 1929 set off a chain reaction that affected all sectors of the economy.	I U H	K4 K8	2 3			See goal 1. Also: (C) Interdependence (C) Disorganization (C) Economic system
4. The student knows environmental conditions (e.g., drought, insects) aggravating the economic distress of farmers during the depression.	I U H	K8	2			See goal 1.
5. The student knows changes in patterns of settlement, land use and ownership, and population movements associated with the "Dust Bowl" of the 1930's (e.g., migration to West Coast states; to cities).	I U H	K4 K6	1 2		6.3.5 6.4.7	See goal 1.

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7.4.2.12 Depression (Cont.)						
6. The student knows bases for Herbert Hoover's opposition to direct federal relief for unemployment and business failures (e.g., rejection of "paternalism" as viable problem solution).	U H	K3	2 3			See goal 1.
7. The student knows that the landslide victory of Franklin Roosevelt in 1932 indicated that the majority of Americans were ready to accept more government involvement in promoting the general welfare of the country.	U H	G2 K4	2 3			See goal 1.
8. The student knows how the New Deal was implemented, including effect of various programs such as CCC, WPA, NIRA, Social Security.	U H	K1 K2 K4	2		5.5.4	See goal 1.
9. The student knows how the FDR "court-packing" scheme reflects a long tradition of political interest by the executive branch of our government concerning who serves on the Supreme Court (e.g., Marbury vs. Madison; "Nixon Court").	U H	K3 K4	2 3		8.7.2	See goal 1. Also: (C) Jurisprudence (C) Power
10. The student knows how legislation such as the Norris La Guardia Act and the Wagner Act gave labor unions permanency in the American economy and political culture.	U H	G1 K1 K3 K4	2 3		5.5.1.2	See goal 1. Also: (C) Institution (C) Law

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7.4.2.12 Depression (Cont.)						
11. The student knows that attempts by the government to end the depression by pumping large amounts of money into the economy were not successful (e.g., end of depression coincided with onset of World War II).	U H	G2 K3 K7	2 3		5.5.4	See goal 1.
12. The student knows how diplomatic and cultural exchanges between Latin America and the U.S. increased during the 1930's.	U H	K4	2			See goal 1.
13. The student knows that recognition of Soviet Russia in 1933 was an important departure from the isolationist policies of previous administrations.	H	G2 K4	2 3			See goal 1.
14. The student knows ways in which depression experiences are reflected and expressed in American literature (e.g., Steinbeck's The Grapes of Wrath), music, photography and other cultural arts.	U H	K4 K7	2 11 12			See goal 1. Also: (V) Cultural arts (V) Insight (V) Empathy
15. The student is able to analyze the long-term effects of depression experiences on contemporary America mores, habits, values, or life styles.	H	P42 P43 P52	6 7			See goal 1. Also: (V) Insight (C) Social change

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7.4.2.13 World War II (See also: 8.9 International relations)						
1. The student knows the location and use of print and non-print materials related to the history of the U.S. during World War II (1939-1945) (e.g., card catalog: "World War, 1939-1945," "Lend-Lease"; Reader's Guide: "World War II," "Atomic Bomb," "Hiroshima," "Eisenhower, Dwight"; area and building audio-visual catalogs: "Concentration Camp, Germany," "Isolationism, U.S.," "Japanese Detainment").	I U H	K6 K7	3 6			(V) Cultural knowledge (V) Inquiring
2. The student knows that the U.S. initially responded to the rise of military dictators in Japan, Germany, and Italy during the 1930's by passing a series of neutrality acts designed to insure continued isolation.	I U H	G2 K7	2 3			See goal 1.
3. The student knows factors and incidents which led to eventual U.S. involvement in World War II (e.g., economic factors; 1939 invasion of Poland, fall of France; bombing of Pearl Harbor).	I U H	K3 K4 K6	2 3			See goal 1.
4. The student knows the origin and changes in the Selective Service Act (e.g., World War II defense: change to lottery).	U H	G1 K4 K5	2 3			See goal 1.

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7.4.2.13 World War II (Cont.)						
5. The student knows the industrial and natural resources, and locational factors which made the U.S. a critical source of materials for Allied forces during World War II.	I U H	K3 K6 K7	2 3			See goal 1.
6. The student knows factors and incidents which strained U.S.-Nipponese relations and led to eventual war.	I U H	K3 K4	2 3			See goal 1.
7. The student knows how the American economy was organized and controlled to achieve maximum production in World War II.	I U H	K7	2 3		5.5.1	See goal 1.
8. The student knows pro and con arguments of philosophers, scientists and political figures regarding use of the atom bomb in Japan (e.g., Edward Tiller, Robert Oppenheimer, Truman).	I U H	K3	2 3 7			See goal 1. Also: (V) Respect for life
9. The student knows that the federal government implemented discriminatory and highly controversial domestic policies during the course of World War II (e.g., confinement of citizens of Japanese ancestry in concentration camps).	I U H	G2 K4	2 3 7		6.4.7 10.6.4.1	See goal 1. Also: (V) Equal protection under law (C) Security
10. The student knows places, events, dates, personalities, etc. having significance for the course or outcome of World War II, and roles of American military forces, diplomacy, technology, etc. in Allied operations.	I U H	K1 K4 K6 K7				See goal 1.

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7.4.2.13 World War II (Cont.)						
11. The student is able to analyze effects of World War II on contemporary American policies, institutions, technology, values or life styles.	H	P42 P43 P52	6 7			See goal 1. Also: (V) Insight (C) Social change

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7.4.2.14 Cold war and detente (See also: 6.4.5 Global alliances and conflicts; 8.9 International relations)						
1. The student knows the location and use of print and non-print materials related to the history of the United States during the Cold War Era of 1945-1970(?) (e.g., card catalog: "U.S. Politics and Government," Korean War, 1950-1952," "Berlin Crisis"; Reader's Guide: "Atomic power," "Space Exploration," area and building audiovisual materials: "McCarthy, Joe," "Communism, world growth"; special materials: Statistical Abstract of the United States, almanacs, newspaper indexes such as the Christian Science Monitor).	I U H	K6 K7	3 6			(V) Cultural knowledge (V) Inquiring
2. The student knows that governmental control of atomic energy production and use was established by the Atomic Energy Act of 1946.	I U H	G1 G2 K7	2 3			See goal 1. Also: (V) Social responsibility (V) Security, collective
3. The student knows characteristics of the international political situation which existed at the end of World War II (e.g., end of the "Grand Alliance"; zones of occupation in Europe and Asia; birth of the United Nations).	I U H	K3 K6	2 3			See goal 1.
4. The student knows elements in the balance of power between the U.S. and the Soviet Union after World War II.	I U H	K3 K6	2 3			See goal 1.

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7.4.2.14 Cold war and detente (Cont.)						
5. The student knows major purposes of the military occupation of the Axis countries of World War II, including: to disarm, to demilitarize, to encourage civil liberty, to develop Anglo-American forms of political, economic organization.	I U H	K7	2 3			See goal 1. Also: (V) Democratic process (V) Freedom
6. The student knows reasons why the U.S. continued to maintain military bases throughout Europe and Asia following World War II.	I U H	K3 K4 K6	2 3			See goal 1. Also: (C) Security
7. The student knows that the United States attempted to maintain its retaliatory power in the cold war with a nuclear defense mechanism which would equal or surpass that of the USSR.	I U H	G2 K7	2 3			See goal 1. Also: (C) Security
8. The student knows factors in the establishment of independent security agencies such as the CIA, National Security Council, National Security Resources Board, Joint Chiefs of Staff, and the Department of Defense; (e.g., desire for interdepartmental communication which was lacking in World War II; supportive political climate).	I U H	K3 K4 K7	2 3			See goal 1.
9. The student knows how the American policy of "Communist Containment" was directly reflected in our foreign policy and in various treaties (e.g., OAS, NATO, SEATO, Formosa Pact, and Korean Treaty).	I U H	K2 K4 K7	2 3			See goal 1.

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7.4.2.14 Cold war and detente (Cont.)						
10. The student knows reasons for American involvement in the Southeast Asia Treaty Organization (SEATO) (e.g., Communist containment).	U H	K3 K7	2 3			See goal 1.
11. The student knows purposes and goals of the Marshall Plan (humanitarian, political and economic) and ways in which it was implemented.	U H	K1 K3 K7	2 3			
12. The student knows how the Marshall Plan strengthened participating countries.	I U H	K7	2 3			See goal 1. Also: (V) Cooperating (V) Planning (V) Security, collective
13. The student knows how components of the "Fair Deal" proposed by Truman compare to the earlier Roosevelt "New Deal."	H	K5	2 3			See goal 1.
14. The student knows bases for variation in public assessments of and support for the Truman Administration's a) foreign policies; b) domestic policies.	H	K5	2			See goal 1.
15. The student knows that the passage of the Taft-Hartley Act was in large part the result of public corporate demands for the curbing of union power.	H	K4	3			See goal 1.
16. The student knows major provisions and effects of the Taft Hartley Act.	H	K3 K7		5		

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7.4.2.14 Cold war and detente (Cont.)						
17. The student knows that the State's Rights Democratic Party (Dixiecrats) was formed because of dissatisfaction with the Democratic Party's Civil Rights platform in the election of 1948.	H	K1 K3	2 3		8.7.2.5	See goal 1.
18. The student knows that the United Nations was organized for the purpose of preserving international peace and security.	I U H	G2 K7	2 3			See goal 1. Also: (V) Cooperating (V) Peace (V) Security, collective
19. The student knows how the United Nations has functioned to prevent and resolve international conflict (e.g., Korean Conflict, Middle East).	I U H	K7	2 3			See goal 1. Also: (V) Cooperating (V) Peace (V) Security, collective
20. The student knows how the U.S. demonstrated a "hard line" policy against the potential spread of Communism (1950-1970).	I U H	K3 K7	2 3			See goal 1.
21. The student knows principle issues, incidents, organizations, personalities, dates, etc. associated with the rise and fall of Joseph McCarthy as a leading figure in American political culture.	U H	K1 K3 K4	2			See goal 1.
22. The student knows social and political characteristics of the McCarthy era, and effects of McCarthyist ideology on the civil liberties of American citizens, the policies and practices of government agencies, employers, etc.	U H	K3	3			See goal 1. Also: (V) Dissenting (V) Privacy (V) Freedom of speech

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7.4.2.14 Cold war and detente (Cont.)						
23. The student knows that the United States and South American countries, desiring more military security through amicable peacetime relations, entered into several alliances such as the Rio Pact of 1947 and the OAS of 1948.	U H	G2 K4 K7	2			See goal 1.
24. The student knows how America got involved in politics of "underdeveloped" nations, and consequences of that involvement (e.g., Indochina, Cuba, Chile, Argentina, Brazil).	I U H	K4 K8	2 3			See goal 1.
25. The student knows responses of American educational institutions to the Soviet Union's launching of the first man-made satellite in 1957 (e.g., increased emphasis on math, science, foreign languages).	U H	K4 K7	2			See goal 1.
26. The student know how Sputnik affected American foreign and domestic policies, and the development of its space technology and sciences.	U H	K3 K4 K8	2 3			See goal 1.
27. The student knows how Eisenhower Administration policies toward Indochina in early 1950's affected the course of the Vietnam War.	U H	K3 K4 K8	2 3			See goal 1.
28. The student knows causes of friction between China and U.S.S.R.	U H	K3 K4 K6	2 3			See goal 1.

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7.4.2.14 Cold war and detente (Cont.)						
29. The student knows reasons why the U.S. failed to recognize The People's Republic of China during the Cold War Period.	U H	K3 K4	3			See goal 1.
30. The student knows characteristics of the foreign policy of detente as it developed in the 1960's and 1970's.	U H	K3 K4	2 3			See goal 1.
31. The student knows foreign policy decisions of the U.S. in the 1960's and 1970's which promoted detente.	U H	K3 K4 K8	2			See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.4.2.15 Era of domestic dissent and change						
1. The student knows the location and use of print and non-print materials related to the history of the U.S. during the Era of Domestic Dissent and Change (1960 to ...) (e.g., card catalog: "Race Problems," "Technology and Civilization," "Students for a Democratic Society"; Reader's Guide: "Political Attitudes," "Volunteers in Service to America (VISTA)," "Aged"; area and building audiovisual materials: "Ecology," "Pollution," "Riots," "Watergate"; special materials: almanacs, pamphlets, newspaper indexes such as the Christian Science Monitor).	I U H	K6 K7	3 6			(V) Cultural knowledge (V) Inquiring
2. The student knows the patterns, successes, and failures in domestic and international affairs which characterized presidential administrations from early 1950's to the present.	I U H	G2 K1 K3 K4	2 3			See goal 1.

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7.4 National history
7.4.2 American history

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.4.2.15 Era of domestic dissent and change (Cont.)						
3. The student knows how the 1954 Supreme Court decision favoring desegregation of public schools set off a chain of directly and indirectly related events, legislation, and changes in American society (e.g., busing, token integration, demonstrations, riots, middle class migration to suburbs, proliferation of federal programs, agencies; renewal of American traditions of social criticism, collective action, use of legislative and judicial channels to reform policies, correct abuses; change in legal status of ethnic minorities, women, youth).	I U H	K4 K7 K8 K10	2 3	2		See goal 1. Also: (V) Justice (V) Equality (V) Democratic process (V) Dissenting (V) Policy-making (C) Social change (C) Law
4. The student knows roles played and groups represented in the Civil Rights movement by such organizations as CORE, NAACP, National Urban League, Southern Christian Leadership Conference, SNCC, Black Panthers and Black Muslims and their respective leaders.	I U H	K1 K3 K7	2			See goal 1. Also: (V) Cooperating (V) Educating (V) Dissenting (V) Commitment

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7.4 National history
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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.4.2.15 Era of domestic dissent and change (Cont.)						
5. The student knows that the Civil Rights Act of 1964 vastly extended the power of the federal government to combat racial discrimination, with provisions that: (1) outlawed discrimination in hotels, restaurants, places of entertainment; (2) prohibited discrimination by unions and employers; (3) permitted withholding federal funds for discrimination; (4) prohibited different voting standards for whites and blacks.	I U H	G1 K1 K3	2 3			See goal 1. Also: (V) Justice (V) Equality (V) Brotherhood (V) Progress
6. The student knows ways in which various organized minorities (e.g., Chicano, American Indian, Black Power movements, Women's Movement) are attempting to: a) build cohesion and pride within their memberships (e.g. raising awareness of histories, traditions, problems, issues, strengths, opportunities); b) increase their relative influence, power in political, economic, social systems; c) aid individuals with problems involving health, jobs, housing, credit, etc.	I U H	K1 K3 K7	2 3			See goal 1. Also: (V) Democratic process (V) Dissenting (V) Cooperating (V) Educating (V) Communicating
7. The student knows that the response of the American public to the volunteer services of the Kennedy administration (VISTA, Peace Corps) promoted a feeling of nationalism that had not been evidenced since the Roosevelt era.	I U H	G2 K4	2 3			See goal 1.

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7.4 National history
7.4.2 American history

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.4.2.15 Era of domestic dissent and change (Cont.)						
8. The student knows that a major factor in the escalation of the Vietnam War was the widesweeping power granted to the President by Congress to "take all necessary measures.... to prevent further aggression" (Gulf of Tonkin Resolution).	I U H	G2 K4 K8	2 3			See goal 1.
9. The student knows issues regarding circumstances or consequences of the Gulf of Tonkin Resolution's passage by Congress.	I U H	K3 K4	2 7			See goal 1.
10. The student knows factors in the polarization of the American public during the escalation and course of the Vietnam War.	I U H	K3 K4 K8	2 3			See goal 1.
11. The student knows that international social, political, and economic discontent grew as a result of the intensification of the Vietnam War.	I U H	G2 K4	2			See goal 1.
12. The student knows places, personalities, dates, etc. having significance in the course, conclusion or outcomes of the Vietnam War.	I U H	K1 K3 K6	2			See goal 1.

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7.4 National history
7.4.2 American history

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.4.2.15 Era of domestic dissent and change (Cont.)						
13. The student knows that the late 1960's and 1970's brought an awakening of Americans toward political corruption and abuses of power (e.g., the Watergate incident which led to the resignation of President Nixon and passage of new legislation on fair campaign practices; revelation of illegal surveillance, files, covert activities domestically and abroad by intelligence and security agencies).	I U H	G2 K3 K4	2			See goal 1. Also: (V) Rule of law (V) Freedom of speech (V) Freedom of inquiry (V) Privacy (V) Democratic process
14. The student is able to recognize and interpret present trends in his or her nation's history so that he or she can make informed judgements and decisions in planning for the future.	I U H	P42 P43 P48 P62	7 9 10			See goal 1. Also: (V) Knowledgeabili (V) Insight (V) Judgement (V) Resourcefulnes (V) Self-direction

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.4.3 Ethnic histories (See also: 6.4.7 Ethnic patterns in the U.S.)						
1. The student knows major approaches to the histories of modern America's ethnic groups, including: a) focus on inter-group contacts, relationships, their impacts on each other's lives, cultures; b) focus on a particular group's role in U.S. history, its members' individual or collective impact on nature or achievements of whole society; c) focus on a particular group's chronological history, internal affairs; the impact of its own past institutions, leaders, experiences on lives of later generations.	I U H	K2 K5 K6	3 4			(V) Cultural knowledge (V) Inquiring (V) Insight
2. The student knows obstacles frequently encountered by scholars attempting to chronicle or interpret histories of ethnic minorities (e.g., gaps in records of events, conditions occurring between or apart from contacts with dominant groups; ethno-centric bias, questionable accuracy of many of the source materials available).	I U H	K2 K3	4			See goal 1. Also: (V) Adequacy (V) Accuracy

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.4.3 Ethnic histories (Cont.)						
3. The student knows ways in which contemporary historians and social scientists attempt to fill in gaps, correct distortions, reconcile inconsistencies, etc. in reconstructing an ethnic group's history (e.g., systematic, comprehensive research; logical and statistical analysis of sources; informed intuition).	I U H	K2 K7	4			See goal 1. Also: (V) Problem-solving (V) Objectivity (V) Empathy (V) Knowledgeability (V) Accuracy (V) Adequacy (V) Comprehensiveness
4. The student knows that each ethnic group in the American population represents a blend of ancestral stocks and cultures that were, themselves at some stage of history, ethnically distinct and/or geographically separate.	I U H	G2 K3	1 2 3			See goal 1.
5. The student knows major features in the demographic history of the ethnic group(s) under study (e.g., ancestral races or nationalities if known; times, volumes, origin and routes of migrations to U.S. territory, if known; migration and settlement trends within U.S.; fluctuations in size, composition, of population; rate, extent of socio-economic and political integration or assimilation).	I U H	K3 K4 K6	1 2			See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.4.3 Ethnic histories (Cont.)						
6. The student knows specific elements of ancestral cultures traceable (in original or modified form) in historic or current speech, folkways, lore, traditions, arts-technology, social organization, etc. of the ethnic group(s) under study.	I U H	K3 K4	1 2			See goal 1.
7. The student knows places, events, and leading members having significance in the course or nature of an ethnic group's history.	I U H	K1 K4 K6	1 2			See goal 1.
8. The student knows religious, political, economic and social institutions (beliefs, organizations, practices) and movements having historic or current importance within the ethnic group(s) under study.	I U H	K1 K2 K4	1 2 3			See goal 1.
9. The student knows sources, issues and outcomes of major historic and current conflicts among separate classes, interest groups, communities, or factions of an ethnic group under study.	I U H	K3 K4	1 2 7			See goal 1.
10. The student knows historic and modern trends in patterns of family life, child rearing and education in the ethnic group(s) under study.	I U H	K4	1 2			See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.4.3 Ethnic histories (Cont.)						
11. The student knows themes and trends characterizing various expressive arts specialized in the ethnic group(s) under study, and places, people, works, occasions, etc. relevant to each (e.g., folk, popular, and classical modes of literature, music, drama, art, sports).	I U H	K3 K4	1 2			See goal 1.
12. The student knows legislation, executive policies, and judicial interpretations-decisions affecting the legal status, rights, or responsibilities of members of particular ethnic minorities, and ways these have changed over the course of their history as inhabitants or citizens of the United States.	I U H	G1 K2 K4	2 7	2	7.4.2	See goal 1. Also: (C) Law (C) Jurisprudence (C) Justice
13. The student knows ways in which particular ideas, inventions, institutions or individual members of the ethnic group(s) under study have influenced or contributed to majority or dominant institutions, trends, etc. in American society as a whole.	I U H	K3 K4 K7	1 2			See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.5 World history						
1. The student knows that world history may be viewed as the story of his or her world's past.	P I U H	K2	3	3 4		(V) Cultural knowledge (V) Insight (V) Inquiring
2. The student knows that world history may be viewed as the record of all countries, cultures, civilizations and human endeavors.	P I U H	K2	3	3 4		See goal 1.
3. The student knows that any one event, individual, or culture can often be more clearly understood when viewed in relation to events, individuals, or cultures of other times and places.	I U H	K3	3	1		See goal 1.
4. The student knows that the study of world history includes the relationships among countries, civilizations, philosophies, religions, regions and eras.	U H	K2	3	1 3 4		See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.5.1 The individual and world history						
1. The student knows that he or she is an active, important part of his or her world and its history.	P I U H	G2 K3	3 10			(V) Insight (V) Competence (V) Self-confidence
2. The student knows that the world can both affect, and be changed by, his or her actions.	P I U H	G2 K8	3 10			(V) Self-knowledge (V) Self-confidence
3. The student knows trends, incidents, chronology and concepts in world history and their significance to him or her.	I U H	K2 K3 K4 K7	7 10			(V) Cultural knowledge (V) Insight (V) Inquiring

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7.5 World history

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.5.2 Interpretations of world history						
1. The student knows that there are many different and valid interpretations of world history.	I U H	G2 K5	3			(V) Cultural knowledge (V) Diversity (V) Insight
2. The student is able to apply appropriate interpretations of world history in his or her study of past and current events.	I U H	P44	3 7 10			See goal 1. Also: (V) Discrimination (V) Resourcefulness
3. The student is able to criticize interpretations of historical events and trends on the basis of his or her knowledge of the given time period, recognition of the historian's (author's) point of view, and appropriate analytical principles or criteria.	U H	P43 P52 P53	3 7 10			See goal 1. Also: (V) Self-confidence (V) Knowledgeability (V) Self-direction (V) Judgement
4. The student knows that an interpretation of World History is based on the author's "world view" and perception of past events.	U H	G2 K2	3			See goal 1.

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7.5 World history
7.5.2 Interpretations of world history

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.5.2.1 World history chronology						
1. The student knows the time periods and/or topical subject headings into which world history is often divided.	I U H	K2 K5	4 5			(V) Cultural knowledge (V) Inquiring
2. The student knows the location and use of information about the chronology of world history.	I U H	K6 K7	3 4 6			See goal 1. Also: (V) Resourcefulness
3. The student knows that a chronological history can be written for any country, area, civilization, hemisphere, etc. (e.g., U.S., Canada, Mexico, Latin America, Roman Empire, the Orient, Pacific Northwest).	P I U H	G2 K2	3 4			See goal 1.
4. The student is able to chronologically order related historical events.	I U H	P34	3 6			See goal 1. Also: (V) Competence
5. The student knows major events and dates of chronological world history (e.g., the rise of civilization, 4000 B.C.; Fall of the Roman Empire, 5th century A.D.; Discovery of America, 1492; the first moon landing, 1969).	U H	K1 K3 K6	2 3			See goal 1. Also: (V) Knowledgeabilit

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7.5.2 Interpretations of world history

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.5.2.2 Themes and world history						
1. The student knows that world history can be classified and interpreted through application of a variety of different themes (ideas used as principles of selection, organization; topics abstracted from whole as focus of inquiry).	I U H	G2 K2	3		2.3.3 7.6	(V) Cultural knowledge
2. The student knows themes which are often used to classify and interpret world history (e.g., political, social, biographical).	I U H	K2 K5	3		7.6.2	See goal 1. Also: (V) Knowledgeabilit
3. The student knows ways that historical themes can "color" or "slant" the point of view used by individual historians (e.g., narrowing scope so that relationships alternative are overlooked; factors ouside class of situations defined for study, though significant and relevant, may go unrecognized).	I U H	K2 K7	2 3		2.2 7.1	See goal 1. Also: (V) Complexity (V) Objectivity (V) Comprehensiveness
4. The student knows that historical themes develop through time and broadened human knowledge and experience.	U H	G2 K2 K4	3 4			See goal 1. Also: (V) Insight
5. The student knows contributions of other disciplines to themes and viewpoints of modern historians (e.g., theory, systems of classification, research findings in physical, biological and social sciences).	U H	K2 K7	3 4 11			See goal 1. Also: (V) Inquiring (V) Cultural skills

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.5.3 World civilizations (See also: 4.3.4.1.4 Urbanization and civilization)						
1. The student knows elements which define a civilization (e.g., arts, literature, technology, agriculture, architecture, institutions, military strength, role of the individual).	I U H	K2 K3	3			(V) Inquiring (V) Cultural skills (V) Cultural arts (V) Cultural belief (V) Cultural knowledge (C) Civilization
2. The student knows the principal contributions of major civilizations to the development of our modern world civilization.	I U H	K3 K4	2 3			See goal 1. Also: (V) Diversity (C) Culture (C) Continuity (C) Diffusion
3. The student knows that civilization (at a minimum) represents a time in history when people came together for mutual advantage.	I U H	K2 K3	3		4.3.4 5.1 5.2 6.3	See goal 1. Also: (V) Cooperating (C) Social organization (C) Community (C) Interdependence
4. The student knows that civilization (at a maximum, as defined by Will Durrant) is social order promoting cultural creativity; it is political order secured through custom, morals and law; it is economic order secured through a continuity of production and exchange and it is cultural creation through freedom and facilities for the organization, expression, testing and fruition of ideas, letters, manners and arts.	I U H	K2 K3	3			See goal 1. Also: (V) Order (V) Literacy (V) Creativity (C) Social system (C) Economic system (C) Political system (C) Culture (C) Order

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.5.3 World civilizations (Cont.)						
5. The student knows that civilizations rarely achieve a "maximum" (as defined by Will Durrant), (e.g., civilizations may tend to restrict creativity through over-specialization and technological demands; segments of a civilization are often oppressed by those in control of resources; law may become coercive and precipitate rebellion and disorder).	I U H	G2 K3	2 3			See goal 1.
6. The student knows that civilization can be defined statically (e.g., described as it existed at the time when that civilization was dominant, such as Fifth Century Greece), and dynamically (e.g., described in terms of the influence that Fifth Century Greece had on its neighbors and on succeeding generations).	H	K2 K5	3 4			See goal 1.
7. The student knows factors that may have led to the subdivision of land into nations and states including conquest, geographic location, customs, tension between ruled and rulers, and challenge to the status quo, etc.	I U H	K3 K6	3			See goal 1. Also: (C) Government (C) Sovereignty (C) Conflict (C) Social needs (C) Security
8. The student knows how civilizations have influenced other civilizations concurrently (e.g., Greek and Persian) and sequentially (e.g., Greek and Roman).	H	K2 K4 K6	2 3			See goal 1. Also: (C) Culture (C) Acculturation (C) Diffusion

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.5.3 World civilizations (Cont.)						
9. The student knows how civilization has been defined differently by different historians (e.g., A. Toynbee, H.G. Wells, Kenneth Clarke, etc.).	H	K1 K3	2 3			See goal 1.
10. The student knows factors that are believed to have contributed to the development and decline of particular civilizations.	I U H	K3 K4 K8	3			See goal 1. Also: (V) Insight (V) Complexity
11. The student knows the times and regions in world history where major civilizations have developed.	I U H	K3 K4 K6	1 2 3			See goal 1.
12. The student knows factors that have led to the decline of past civilizations and which continue to challenge the existence of civilizations. (e.g., external invasion; natural environmental changes; internal instability, disorganization, dysfunction, population pressures)	I U H	K3 K4 K6 K8	2 3			See goal 1. Also: (V) Stability (V) Adaptability-flexibility (C) System (C) Equilibrium (C) Disorganization (C) Change
13. The student knows that when a civilization (e.g., city, state, nation, group, etc.) successfully meets a challenge to its own welfare or existence, this period is characterized by increased creativity and initiative (W. Durrant).	U H	G2 K3	2 3			See goal 1. Also: (V) Problem-solving

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.5.3 World civilizations (Cont.)						
14. The student knows factors which have challenged the stability of social environments (i.e., the status quo in any city, state, community, etc.), in the past, including: failure of rainfall, soil exhaustion, replacement of free with slave labor, change in trade routes, excessive taxation, foreign competition, unequitable distribution of wealth, concentration of population and poverty in great cities, plagues or epidemics, and relaxation of moral codes, faiths, and beliefs.	I U H	K3	1 2 3		10.6.4.3	See goal 1. Also: (C) Social system (C) Economic system (C) Scarcity (C) Equilibrium (C) Stability

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.5.3.1 Prehistoric (See also: 4.3.4.1 Evolutionary sequences)						
1. The student knows that the prehistoric age is defined as the period bounded by the origin of the earth and the beginning of a conventional writing system.	I U H	K2	3			(V) Cultural knowledge (V) Inquiring
2. The student knows the cultural distinctions between Paleolithic and Neolithic ages (e.g., technology, art, world views).	I U H	K2 K5	1 2 3			See goal 1.
3. The student knows major scientific theories which attempt to explain the origin of the earth, its continents and human life (e.g., "big bang," continental drift).	I U H	G1 K2 K4 K6	3 4		4.2.2 4.3.2 6.2.2	See goal 1.
4. The student knows definitions of common terms important in the study of prehistory (e.g., Homo sapiens, Homo erectus, Neolithic, Mesolithic, Paleolithic, Peking Man, Java Man, archaeology, anthropology).	P I U H	K1 K2	3 5		4.2 4.3.3.1	See goal 1.
5. The student knows theorized stages of human evolutionary change, and populations, sites, etc. characterizing each (e.g., Australopithecus, Java, Neanderthal, Cro-Magnon fossils, sites).	I U H	K2 K4 K5	3 4		4.2.4	See goal 1. Also: (C) Evolution
6. The student knows scientific procedures which may be applied to determine age of artifacts and prehistoric remains (e.g., carbon-14 dating, potassium dating).	I U H	K2	3 4		4.2.2 4.3.3.1	See goal 1. Also: (V) Tools (V) Cultural skills

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7.5.3.1 Prehistoric (Cont.)						
7. The student knows characteristics of prehistoric human social and economic life (e.g., hunting, gathering, roaming).	I U H	K3	1 3		5.2 6.3.2 6.3.3 6.3.4	See goal 1.
8. The student knows how humans are thought to have been affected by major climatic changes during the Ice Ages.	U H	K4 K8	1 3		4.2.4.3	See goal 1. Also: (C) Adaptation
9. The student knows how early human development may have been influenced by the discovery of fire.	U H	K4 K8	3		4.2.4	See goal 1. Also: (C) Adaptation
10. The student knows natural and manufactured objects which provide information about the past including fossils, art and artifacts.	I U H	K2 K3	3 4		4.3.3.1	See goal 1.
11. The student knows how early human social and economic history may be inferred from study of cave paintings (e.g., Lescaux).	I U H	K2 K3	3 4		4.3.3.1	See goal 1.
12. The student knows that archaeologists employ special methods to minimize damage when removing fossils and artifacts from the earth.	P I U H	K2	4		4.3.3.1	See goal 1.
13. The student knows that fossils and artifacts are collected and assembled for view and study at such places as universities and museums.	P I U H	K6	4 6			See goal 1. Also: (V) Knowledge of resources (V) Access to resources

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.5.3.1 Prehistoric (Cont.)						
14. The student knows how characteristics of the Neolithic revolution (e.g., sedentary agriculture, domestication of animals) are thought to have affected development of human social, economic and political life.	I U H	K1 K3 K4 K6 K8	1 3		4.3.4.1.4 5.2.1 6.3.2 6.3.3 6.3.4	See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.5.3.2 Early						
1. The student knows characteristics that distinguish mythopeic, rational, and scientific modes as theoretical stages in the development of human ideas and civilizations, and bases (evidence) upon which distinctions have been defined.	H	K2 K3 K4 K5	3			(V) Cultural knowledge (V) Inquiring (C) Civilization
2. The student knows that early civilizations developed in river valleys.	U H	G2 K6	1 2			See goal 1.
3. The student knows how art of early civilizations (e.g., Egyptian, Sumerian, Babylonian, Assyrian, Kushite, Indus, Greek, and Roman) reflected the social, economic, and political nature of those cultures.	I U H	K3 K7	3 4			See goal 1. Also: (V) Cultural arts (V) Appreciativeness
4. The student knows factors that are thought to have led to the development of civilization in lower Mesopotamia.	U H	K3 K4 K6	3			See goal 1.
5. The student knows the distinctive political-religious characteristics of early civilized societies (e.g., temple communities).	U H	K3	3			See goal 1.
6. The student knows factors that led to the succession of Middle Eastern empires from the Akkadian to the Persian.	U H	K3 K4 K6	1 3			See goal 1.
7. The student knows the impact of the Exodus as a world historical event (i.e., foundation of Hebrew nation and Judeo-Christian tradition).	U H	K3 K4 K6	2 3			See goal 1.

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7.5.3.2 Early (Cont.)						
8. The student knows the key elements in the political evolution of the Hebrew people from the Exodus to the Babylonian Captivity.	U H	K3 K4 K6	2 3			See goal 1.
9. The student knows evidence which helps to indicate the differing religious and world views of Babylon and Egypt.	U H	K3 K5	1 2 3			See goal 1.
10. The student knows characteristics distinguishing "civilized," and "barbarian" and "savage" societies, as the terms were originally used in conventional historical classification (e.g., their objective referents, as opposed to their ethnocentric implications or value connotations in modern popular usage).	U H	K2 K3 K5	3			See goal 1.
11. The student knows the pattern of diffusion of early civilization into the Mediterranian and Southern European regions.	U H	K3 K4 K6	1 2 3			See goal 1.
12. The student knows the pattern of Indo-European invasion into the Mediterranean and Southern European regions, and the effects of this invasion upon both the conquered and conquering peoples.	U H	K4 K6 K8	1 2 3			See goal 1. Also: (C) Acculturation
13. The student knows the conditions of life during the time of Homer's Troy (12th century B.C.) and Homer's Greece (9th century B.C.).	U H	K3	1 2 3			See goal 1.

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7.5.3.2 Early (Cont.)						
14. The student knows the mythopoeic characteristics of Minoan and early Greek religion.	U H	K3	1 2 3			See goal 1. Also: (V) Cultural beliefs (V) Cultural arts (V) Literacy (V) Appreciativeness (V) Aesthetic sensitivity
15. The student knows the evolution of Greek political forms prior to 500 B.C.	U H	K3 K4 K6	1 2 3		8.5.1	See goal 1. Also: (C) Political culture
16. The student knows the components of Greek city-state including size, location and political, economic and social systems.	U H	K3 K6	1 2 3		8.5.1	See goal 1.
17. The student knows mythopoeic accounts of the founding of Rome.	U H	K3	2			See goal 1. Also: (V) Cultural beliefs (V) Cultural arts
18. The student knows key elements in the political evolution of the Roman Republic up to the first Punic War.	U H	K3 K4 K6	1 2 3			See goal 1. Also: (V) Political culture
19. The student knows the characteristics of the Indus Valley civilization (e.g., origins, social and political organization).	U H	K1 K3 K4 K6	1 3			See goal 1.
20. The student knows the impact of the Aryan invasion on the political and social systems of Northern India.	U H	K3 K4 K6	1 3			See goal 1.

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7.5.3.2 Early (Cont.)						
21. The student knows characteristic political and social concepts of Indian Vedas.	U H	K3 K6	3			See goal 1. Also: (V) Cultural beliefs
22. The student knows the characteristics of the Chinese Civilization that began in the Yalu River Valley (e.g., origins, social and political organization).	U H	K3 K4 K6	1 2 3			See goal 1.
23. The student knows political, social, and economic conditions in the period of Chou "feudalism."	U H	K3 K6	1 2 3			See goal 1.
24. The student knows socio-economic, political, technological, and ideological characteristics of early (pre-classical) stages in the development of major New World Civilizations (i.e., cultures of what are now North, Central, South America), and geographic locations or factors to which they are related.	U H	K3 K4 K6	1 2 3		4.3.4.2.2	See goal 1.
25. The student knows locations and characteristics of major sub-Saharan early cultures (e.g., Kush, Zimbabive, Gano, Mali, Songhai, Nok) including trade routes, artistic and architectural achievements, agriculture, religious beliefs, socio-politico-economic structures.	U H	K3	1 2 3			See goal 1.

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7.5.3.3 Classical						
1. The student knows that a classical civilization represents a time in history when a society reaches a high degree of "excellence" in its social, political and economic order (e.g., supporting stylistic and technological refinement, specialization of cultural arts).	U H	K2	3			(V) Cultural knowledge (V) Cultural beliefs (V) Cultural arts (V) Cultural skills (C) Civilization
2. The student knows that a classical civilization may be viewed as one that has unity of purpose (internal cohesion), clarity of function and significant influence in history.	U H	K2	3			See goal 1.
3. The student knows characteristics of classical Persian civilization (e.g., religious, social, political customs; daily life of citizens; key government policies, foreign and domestic; arts).	U H	K3	1 2 3			See goal 1.
4. The student knows far-reaching effects of the teachings of Zoroaster on the classical Persian culture.	U H	K1 K4 K8	2 3			See goal 1.
5. The student knows similarities and differences between the teachings of Zoroaster and the major Hebrew prophets.	U H	K3 K5	2 3			See goal 1.
6. The student knows the major themes and theological significance of the teachings of major Hebrew prophets (e.g., Jeremiah, Isaiah, Hosea, Ezekiel).	U H	K1 K3	2 3			See goal 1.

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7.5.3.3 Classical (Cont.)						
7. The student knows characteristics of Athenian democracy (e.g., the Polis, role of the individual citizen).	U H	K1 K3 K6 K7	1 2 3		8.5.1	See goal 1.
8. The student knows the significance of the Persian Wars in the development of Greek civilization.	U H	K3 K4 K6	1 2 3			See goal 1.
9. The student knows political motivations underlying the Peloponnesian Wars and the effect of those wars on Greek democracy.	U H	K3 K4 K6 K8	2 3			See goal 1.
10. The student knows factors which led to the decline of classical Greek civilization (e.g., Peloponnesian Wars, development of the Roman Empire, Macedonian invasions).	U H	K3 K4 K6 K8	1 2 3			See goal 1.
11. The student knows how Greeks (Thales, Aristotle et. al.) contributed to the development of rational thought (e.g., logical and mathematical abstractions, constructs; philosophical inquiry into systematic relationships, causality).	U H	K1 K2 K4 K7	2 3			See goal 1.
12. The student knows how Greek myth was expressed and rationalized in form through classical literature and art.	U H	K2 K3 K7	1 2 3			See goal 1.
13. The student knows effects of Greek conquest in the Middle East (Hellenization).	U H	K3 K4 K6 K8	1 2 3			See goal 1.

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7.5.3.3 Classical (Cont.)						
14. The student knows factors which led to the fall of the Republic and to the founding of the Roman Empire.	U H	K3 K4 K6 K8	1 2 3			See goal 1.
15. The student knows the range and nature of Roman conquests.	U H	K3 K6	2 3			See goal 1.
16. The student knows effects of Roman conquest, occupation and technology throughout the Mediterranean world, and on cultures or lands over which their occupation or colonization extended (e.g., network of roads, aqueducts; forms of political, economic organization).	U H	K3 K4 K6 K8	1 2 3			See goal 1.
17. The student knows effects of Roman expansionist policy on the Roman society.	U H	K3 K4 K8	1 2 3			See goal 1.
18. The student knows how the Roman legal system developed through application of rationalist theory to interpersonal and international relations.	U H	K2 K3 K4 K7	2 3		8.5.2	See goal 1. Also: (C) Law
19. The student knows the significance of Buddhist thought in the development of classical Indian culture.	U H	K3 K4 K6 K7	1 2 3			See goal 1.
20. The student knows political, social and economic conditions in India during the Mauryan Empire period.	U H	K3 K4 K6	1 2 3			See goal 1.

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7.5.3.3 Classical (Cont.)						
21. The student knows the significance of key figures such as Confucius and Laotse in the development of classical Chinese Civilization (e.g., influence on political institutions, world views).	U H	K1 K3 K4 K6 K8	1 2 3			See goal 1.
22. The student knows factors which led to the end of Chinese "feudalism".	U H	K3 K4 K6	1 2 3			See goal 1.
23. The student knows factors which contributed to the success of the Han in classical Chinese civilization.	U H	K1 K4 K6 K8	1 2 3			See goal 1.
24. The student knows characteristics of New World classical civilizations (e.g., Mayan, Inca,) including: time periods and geographic ranges; religions; socio-economic-political forms; achievements in language, mathematics, technology, architecture, arts; influences on surrounding or subsequent cultures.	U H	K3 K4 K6 K8	1 2 3			See goal 1.
25. The student knows partially-solved and unsolved mysteries surrounding New World civilizations that rose and fell prior to the first recorded European contact, and are known today primarily by their archaeological remains.	U H	K3	4 6			See goal 1.

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7.5.3.4 Classical decline						
1. The student knows that the period of decline in classical civilization is marked by: a) re-shaping of moral and religious ideology, with emergence of savior religions; b) diffusion and institutionalization of Christianity, Islam, Buddhism; c) dominance by these religions of older institutions, with increasing control of arts, education, politics, economic organization, family life, philosophy, law, etc.	U H	K2 K4 K5 K6	2 3			(V) Cultural knowledge (V) Inquiring (C) Institution
2. The student knows important figures, contexts and incidents in the development of Christianity.	U H	K1 K3 K4 K6	2 3			(V) Cultural knowledge
3. The student knows functions of the New Testament in the Christian religion.	U H	K1 K7	3			See goal 2.
4. The student knows the theological foundations of Christianity and how they are related to the Hebrew tradition.	H	K2 K3 K4	2 3			See goal 2.
5. The student knows how Christianity expanded and gained dominance in Western Civilization.	U H	K3 K4 K6	2 3			See goal 2.
6. The student knows factors which led to the decline of the Roman Empire (e.g., over-extension, barbarian invasions).	U H	K3 K4 K6	2 3			See goal 2.

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7.5.3.4 Classical Decline (Cont.)						
7. The student knows trends in government which are characteristic of Europe during Roman Decline, and medieval periods (e.g., Byzantian theocracy; Feudalism as made of political, economic, social organization; as cultural institution).	U H	K4 K6	2 3			See goal 2.
8. The student knows important figures, contexts and incidents in the development of Islam.	U H	K1 K3 K4 K6	2 3			See goal 2.
9. The student knows functions of the Koran in Islam.	U H	K1 K7	3			See goal 2.
10. The student knows factors which led to the conflict between Christianity and Islam.	U H	K3 K4 K6	2 3			See goal 2.
11. The student knows issues of conflict between Church and State which are characteristic of Medieval Europe.	H	K3	2 3		8.5.2	See goal 2.
12. The student knows settlement patterns, social structures, arts, technological-economic modes, modes of warfare, weaponry, diplomacy, etc. characterizing Medieval European life.	U H	K3 K4 K6	2 3			See goal 1.

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7.5.3.4 Classical decline (Cont.)						
13. The student knows events, places, personalities, and dates having significance in the lives of medieval European peoples, (or for the inheritors of their lands, cultural traditions, problems) and factors to which events may be causally related. (e.g., pilgrimages, plagues, wars, founding of universities, monarchies)	U H	K3 K4 K6 K8	2 3			See goal 1.
14. The student knows the characteristics and development of Mahayana Buddhism (e.g., political context, principal beliefs).	U H	K3 K4 K6	2 3			See goal 1.
15. The student knows factors which led to the collapse of the Mauryan Empire in northern India.	U H	K3 K4 K6	2 3			See goal 2.
16. The student knows important elements in the Hindu religion and their social-political context in India prior to the rise of the Gupta dynasty.	U H	K3 K4 K6	2 3			See goal 2.
17. The student knows characteristics of the Gupta Golden Age in northern India (e.g., political leadership, social structures, art).	U H	K1 K3 K4 K6	1 2 3			See goal 2.
18. The student knows factors which led to the spread of Mahayana Buddhism in China.	U H	K3 K4 K6	1 2 3			See goal 2.

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7.5.3.4 Classical decline (Cont.)						
19. The student knows the significant achievements in China during the T'ang Golden age and how they were facilitated by policies and philosophies of the period.	U H	K3 K4 K6 K7	1 2 3			See goal 1.
20. The student knows factors which led to the development of Neo-Confucianism.	U H	K3 K4 K6	2 3			See goal 1.
21. The student knows the impact of the Mongol invasion on Chinese culture in the thirteenth century.	U H	K3 K4 K6 K8	1 2 3			See goal 1.

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7.5.3.5 Western renaissance/ Eastern stagnation (See also: 5.2.2 Industrial revolution; 5.3.2 Mercantilism, economic nationalism 8.5.3 Focus: Nation-state)						
1. The student knows factors which led to the emergence of the Intellectual Revolution and modern science.	U H	K3 K4 K6	1 2 3 4			(V) Cultural knowledge (V) Inquiring
2. The student knows the roles that important individuals played in the Intellectual Revolution (e.g., Locke, Hobbes, Milton).	U H	K1 K7	2 3			See goal 1.
3. The student knows factors associated with the Industrial Revolution in the Western World (e.g., technological innovation, exploration, exploitation of human and natural resources, cities as centers of population, manufacturing, marketing networks).	U H	K3 K4 K6	1 2 3			See goal 1. Also: (C) Industrialization (C) Urbanization (C) Social change
4. The student knows major themes distinguishing Renaissance thoughts, arts, etc. from those of the Middle Ages (e.g., humanism, classicism).	H	K5	3			See goal 1.
5. The student knows developments in the styles, conventions, and technology of cultural arts (e.g. architecture, painting, sculpture, dance, drama, literature) which characterize the Renaissance in various European countries, and artists and works illustrative of such trends.	U H	K2 K3 K4 K6	2 3			See goal 1.

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7.5.3.5 Western renaissance/ Eastern stagnation (Cont.)						
6. The student knows economic, political, technological and cultural factors (objectives, trends, circumstances) associated with the onset of European world exploration.	I U H	K3 K4 K6 K8	2 3		6.3.6 7.4.2.2	See goal 1.
7. The student knows significant features of voyages and expeditions representing Western Civilization's earliest-known explorations, maps, contacts or claims outside European lands and seas (e.g., dates, leaders, backers; sizes of expeditionary forces, nature of equipment; routes, problems, incidents; discoveries mapped, claims established).	I U H	K1 K3 K4 K6			6.1.2 6.1.3.2 6.3.6 7.4.2.2	See goal 1.

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7.5.3.6 Western colonialism/ Eastern nationalism						
1. The student knows factors which motivated European colonization of the Americas, Africa, and other lands.	I U H	K3 K7	2 3			(V) Cultural knowledge (V) Inquiring
2. The student knows nations principally involved in international trade, conquest, and colonization (e.g., England, Spain, Portugal, France, Holland, Russia) and their respective claims or holdings at various stages of Western expansion.	I U H	K1 K3 K4 K6	2			See goal 1.
3. The student knows ways in which settlements were established, maintained and operated in various parts of the world by particular churches, trading companies, armies, colonial governments, their agents or leaders, as European nations pursued territorial claims.	I U H	K4 K5 K6 K7	2			See goal 1.
4. The student knows principal modes of economic exchange in the period of American colonization.	U H	K2 K3	2 3			See goal 1.
5. The student knows the political and economic factors which fostered the slave trade in the West.	I U H	K3 K4 K6 K8	2 3			See goal 1.
6. The student knows reasons for political revolution and the emergence of democratic liberalism in America and Europe.	U H	K3 K4 K6 K8	2 3			See goal 1. Also: (V) Dissenting (V) Democratic process (V) Freedom (V) Justice

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7.5.3.6 Western colonialism/ Eastern nationalism (Cont.)						
7. The student knows the characteristics and conditions of the Moghul Empire in India.	U H	K3 K6	1 2 3			See goal 1.
8. The student knows the social and political conditions in India which led to the eclipse of Hinduism.	U H	K3 K4 K6 K8	1 2 3			See goal 1.
9. The student knows how contacts between the West and China, Japan, etc. affected political and economic conditions in those civilizations.	U H	K3 K4 K6 K8	2 3			See goal 1.
10. The student knows factors which led to the collapse of the Ottoman Empire and the effects of that collapse in social, political, and economic spheres.	U H	K3 K4 K6 K8	2 3			See goal 1.
11. The student knows how Western domination of Middle Eastern lands is related to the development of Arab nationalism and of Zionism.	U H	K3 K4 K6 K8	2 3			See goal 1.
12. The student knows characteristics of the imperialist mentality and its effects upon the West.	U H	K3 K8	2 3			See goal 1.
13. The student knows the effects of British occupation and control of India on Indian society, thought and culture.	U H	K3 K4 K6 K8	2 3			See goal 1.

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7.5.3.6 Western colonialism/ Eastern nationalism (Cont.)						
14. The student knows factors which contributed to the development of Indian nationalism.	U H	K3 K4 K6	2 3			See goal 1.
15. The student knows the principle characteristics of the Hindu Renaissance.	U H	K3 K4 K6	2 3			See goal 1.
16. The student knows ways in which imperialist domination of China changed through the nineteenth and early twentieth centuries.	U H	K3 K4 K6	2 3			See goal 1.
17. The student knows characteristics of the Westernization movement in China.	U H	K3 K4 K6	2 3			See goal 1.
18. The student knows factors which contributed to the development of Chinese nationalism.	U H	K3 K4 K6	2 3			See goal 1.
19. The student knows conditions which precipitated the Chinese Revolution of 1911.	U H	K3 K4 K6	2			See goal 1.
20. The student knows reasons for Western colonization in Africa.	U H	K3 K4 K6 K8	2 3			See goal 1.
21. The student knows how Western colonization in Africa resulted in devastation of African cultural patterns.	U H	K3 K4 K6 K8	2 3			See goal 1.

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7.5.3.6 Western colonialism/ Eastern nationalism (Cont.)						
22. The student knows names, characteristics and contributions of people whose ideas, leadership, etc. significantly influenced the course or nature of arts, political trends, economics, science, technology etc. during the period of Western colonialism and Eastern nationalism.	I U H	K1 K3 K7				See goal 1.

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7.5.3.7 Contemporary era (See also: 6.4.5 Global alliances and conflicts; 8.9 International relations)						
1. The student knows political, economic and social effects of the World Wars in Middle Eastern nations.	U H	K3 K4 K6 K8	2 3			(V) Cultural knowledge (V) Inquiring
2. The student knows reasons for the continuing Arab-Israeli conflict.	U H	K3 K4 K6 K8	2 3			See goal 1.
3. The student knows important events and characters in the evolution of the Arab-Israeli conflict.	U H	K1 K3 K4	2			See goal 1.
4. The student knows reasons for the development of Arab and Turkish nationalism.	U H	K3 K4 K6 K8	2 3			See goal 1.
5. The student knows important characteristics of the zionist ideology and movement and their significance in Middle Eastern politics.	U H	K3 K4 K6 K8	2 3			See goal 1.
6. The student knows causes of World War I.	I U H	K3 K4 K6 K8	2 3			See goal 1.
7. The student knows why the principal alliances were formed during World War I.	I U H	K4 K6 K8	2 3			See goal 1.

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7.5.3.7 Contemporary era (Cont.)						
8. The student knows important economic and political outcomes of World War I.	U H	K3 K4 K6 K8	2 3			See goal 1.
9. The student knows reasons for, and outcomes of the Bolshevik Revolution in Russia.	U H	K3 K4 K6 K8	2 3			See goal 1.
10. The student knows the ideological basis for the formation of the Soviet Union.	U H	K3	3			See goal 1.
11. The student knows political, economic and social conditions of the Great Depression in America.	U H	K3 K4 K6	2 3		7.4.2.12	See goal 1.
12. The student knows causes of World War II.	U H	K3 K4 K6 K8	2 3			See goal 1.
13. The student knows how World War II affected the conditions of life in the Western nations.	U H	K3 K4 K6 K8	2 3			See goal 1.
14. The student knows characteristics and reasons for the development of fascism in the West.	U H	K3 K4 K6 K8	2 3			See goal 1.
15. The student knows reasons for the withdrawal of Western powers from non-European nations.	U H	K3 K4 K6 K8	2 3			See goal 1.

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7.5.3.7 Contemporary era (Cont.)						
16. The student knows how principle leaders in the U.S. and the U.S.S.R. affected the recent development of those nations (e.g., Stalin, Roosevelt, Kruschev, Kennedy).	U H	K1 K4 K6 K8	2 3			See goal 1.
17. The student knows effects of conflicts in Southeast Asia on international relations in the 1950's, 1960's and 1970's.	U H	K3 K4 K6 K8	2 3			See goal 1
18. The student knows the political situation in India prior to the establishment of Indian independence.	U H	K3 K4 K6	2 3			See goal 1.
19. The student knows how important political leaders (e.g., Gandi, Nehru) influenced the growth of India Nationalism and furthered the cause of independence.	U H	K1 K4 K8	2 3			See goal 1.
20. The student knows reasons underlying the Fourth of May Movement and subsequent political activities in China following the 1911 revolution.	U H	K3 K4 K6	2 3			See goal 1.
21. The student knows reasons for the conflicts between China and Japan in the first half of the twentieth century.	U H	K3 K4 K6 K8	2 3			See goal 1.
22. The student knows the political situation in China during World War I.	U H	K3 K4 K6	2 3			See goal 1.

SOCIAL SCIENCE

7. History
7.5 World history
7.5.3 World civilizations

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.5.3.7 Contemporary era (Cont.)						
23. The student knows the key elements in the establishment of Chinese Communism, including important leaders, groups, philosophy and revolutionary practice.	U H	K1 K3 K4 K6	2 3			See goal 1.
24. The student knows principal characteristics and goals of the Nationalist and Communist Parties in China in the 1940's.	U H	K3 K4 K5	2 3			See goal 1.
25. The student knows domestic policies of the Peoples' Republic of China which have resulted in great increase in technological and social development since 1949.	U H	K2 K3 K4 K7	2 3			See goal 1.
26. The student knows reasons for and results of the Proletarian Cultural Revolution.	U H	K3 K4 K6 K8	2 3			See goal 1.
27. The student knows ways in which the Chinese way of life has changed since the establishment of the Peoples' Republic of China.	U H	K3 K4	2 3			See goal 1.
28. The student knows the political conditions which brought about the collapse of Western imperialism in Sub-Saharan Africa.	U H	K3 K4 K6 K8	2 3			See goal 1.
29. The student knows characteristics of the political, social and economic structures of the new African States.	U H	K3 K6	2 3			See goal 1.

SOCIAL SCIENCE

7. History
7.5 World history
7.5.3 World civilizations

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.5.3.7 Contemporary era (Cont.)						
30. The student knows the nature and significance of the conflict between nationalism and tribalism in developing African nations.	U H	K3 K5 K6	2 3			See goal 1.
31. The student knows why developing African nations are striving for modernization of social and industrial technology.	U H	K3 K4	2 3			See goal 1.

7. History
7.6 Themes of history

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.6.1 The individual and historical themes						
1. The student knows that he or she can choose to view himself or herself and others in the context of a particular theme or trend in personal, regional, national and world history.	U H	G2 K7	3			(V) Cultural knowledge (V) Inquiring (V) Competence (V) Self-confidence (V) Self-knowledge (V) Insight
2. The student knows major themes and trends in history as they are described by historians.	U H	K2 K5	3			See goal 1.
3. The student is able to apply his or her knowledge of historical themes and trends in analysis of his or her society and self.	U H	P43	7 9			See goal 1.
4. The student knows how important historical themes may be related to each other (e.g., political and military history; political and religious history).	U H	K2 K5	3			See goal 1.
5. The student knows that his interpretations of history will be partially determined by those themes and trends which he feels are important.	U H	G2 K7	3			See goal 1.

7. History
7.6 Themes of history

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.6.2 Historical themes and topics						
1. The student knows that since the folk and written literature, the music, art, architecture, etc. of past peoples are major sources of our information about their lives, themes that are archetypal or universal in the arts of all peoples are strongly reflected as well in works written as "histories."	I U H	G2 K2	3 4 11 13			(V) Cultural knowledge (V) Cultural arts (V) Inquiring (V) Unity (V) Insight
2. The student knows that archetypal or universal themes express patterns of human experience; patterns found in the cultural heritage of every people, patterns that can be recognized as aspects of virtually anyone's life, thought and feelings.	I U H		3 11			See goal 1. Also: (V) Order (regularity) (V) Empathy
3. The student knows archetypal or universal themes; (e.g., birth and death; good and evil; male and female; war and peace; the natural world; the supernatural; kinship, friendship, love, rivalry, hatred; human accomplishment, human frailty; the search for truth; knowledge as power; heroism in suffering, in victory, in defeat; homeland; injustice, oppression; destiny and fate).	I U H	K2	3 11			See goal 1. Also: (V) Knowledgeabilit
4. The student is able to recognize archetypal or universal themes ordering or reflected in a culture's heritage (religion, expressive arts, political traditions, documents, etc.); in written interpretations (histories) of particular peoples or events; or in his or her personal experience.	I U H	P44	6 7 13			See goal 1. Also: (V) Appreciativenes (V) Empathy (V) Self-knowledge (V) Aesthetic sensitivity (V) Social sensitivity

7. History
7.6 Themes of history

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.6.2 Historical themes and topics (Cont.)						
5. The student knows that while histories written for students or general audiences are often of the "survey" variety, titling of events that happened in a specific region or to a certain population during a stated period of time, more detailed studies often focus on a topic; i.e., a class of events, or an aspect of life, with material gathered from one or several places, populations, time periods.	I U H	G2 K2 K5	3 4			See goal 1.
6. The student knows aspects of human affairs likely to be dealt with as political history.	I U H	K2	4 5		8.1	See goal 1.
7. The student knows aspects of human affairs likely to be dealt with as economic history.	I U H	K2	4 5		5.1	See goal 1.
8. The student knows aspects of human affairs likely to be dealt with as social history. (e.g., everyday life, internal organization, inter-group contacts and their effects on cultural institutions)	I U H	K2	4 5		10.1	See goal 1.
9. The student knows aspects of human affairs likely to be dealt with as intellectual history (e.g., ideas, philosophies, aesthetics).	I U H	K2	4 5			See goal 1.

7. History
7.6 Themes of history

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.6.2 Historical themes and topics (Cont.)						
10. The student knows aspects of human affairs likely to be dealt with as diplomatic history.	I U H	K2	4 5		8.9	See goal 1.
11. The student knows aspects of human affairs likely to be dealt with as military history.	I U H	K2	4 5		8.9	See goal 1.
12. The student knows aspects of human affairs likely to be dealt with as scientific history. (e.g., discovery, theory, technological development)	I U H	K2	4 5			See goal 1.
13. The student knows aspects of human life likely to be dealt with in biographical history (e.g., an individual's life history, personality; influences of-, influences on-, contributions to his/her culture).	I U H	K2	4 5			See goal 1.
14. The student knows aspects of human affairs likely to be dealt with as minority history (e.g., cultural change; conflict; social, political, economic, ideological problems and factors in lives, subcultures of women, ethnic minorities)	I U H	K2	4 5			See goal 1.
15. The student is able to use appropriate resources and procedures for interpreting topically-organized histories of particular regions, populations or eras.	I U H	P65	5 6			See goal 1.

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7. History
7.6 Themes of history

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
7.6.2 Historical themes and topics (Cont.)						
16. The student is able to recognize and interpret themes characteristic of particular historical topics.	U H	P43 P44	6			See goal 1.

8. Political science

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept (V) Value Words
8.1 Basic subject matter						
1. The student knows that political science may be seen as the study of systems by which human populations govern their collective affairs, particularly through authoritative decisions about who gets what, when and how.	I U H	G2 K2	3	3 4		(V) Inquiring (C) Decision-makin (C) Authority (C) Government (C) Political system
2. The student knows aspects of his or her social experience which might be studied by political scientists, or more clearly understood in the light of information and concepts utilized by political scientists.	I U H	K3	3 13	3 4		(V) Relevance (V) Self-knowledge
3. The student knows principle subject areas (aspects of political systems or cultures) that are studied in: a) legal-constitutional analysis; b) analysis of political institutions; c) analysis of processes of political behavior; d) analysis of outputs of the political processes--"policy analysis"; e) developmental analysis (effects of political systems on development of individuals as human beings).	I U H	K2 K5	3 4			See goal 1.

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8. Political science

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.2 Modes and methods of inquiry						
1. The student knows various theoretical approaches to the study of political science (e.g., normative; behavioral).	I U H	K1 K2 K3	3 4			(V) Inquiring (V) Knowledgeability
2. The student knows that there are five basic methods of inquiry in Political Science: Historical Method, Case Study, Comparative Study, Experimental Analysis, and Action Analysis.	I U H	K1 K3	4			See goal 1.
3. The student knows that a combination of inquiry methods is often used to study a political problem or topic.	I U H	K2	4		2.	See goal 1.

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8. Political science
8.2 Modes and methods of inquiry

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.2.1 Historical method						
1. The student knows the appropriate application of the historical method in political research (e.g., when information about causes of change in socio-political behavior is sought).	I U H	K2 K7	4		7.1.4	(V) Inquiring (V) Research
2. The student knows the meaning of the concept of chronological order as it is applied to historical analysis of political behavior.	I U H	K2	3 4			See goal 1. Also: (C) Time
3. The student knows that activities which must be performed in application of the historical method of analysis include: 1.) Search for material 2.) Classification and criticism of material 3.) Determination of particular facts 4.) Selection and arrangement of facts 5.) Exposition of results	I U H	K2 K3	4		7.1.4	See goal 1.
4. The student is able to use methods of historical research or analysis as appropriate for particular inquiries in political science.	I U H	P46 P47	6			See goal 1. Also: (V) Resourcefulness (V) Competence

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8. Political science
8.2 Modes and methods of inquiry

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.2.2 Case study						
1. The student knows appropriate applications of the case study method of political analysis (e.g., for intensive analysis of the characteristics of one "unit": person, work group, agency, community, culture).	I U H	K2 K7	4		4.3.3 10.4	(V) Inquiring (V) Research (V) Knowledgeability
2. The student knows characteristic focuses of case studies (e.g., personal behavior, work activities and relations, community functions and cultural characteristics).	I U H	K2 K3	4			See goal 1.
3. The student knows the concept of longitudinality as it applies to case studies.	I U H	K2 K4	3 4			See goal 1.
4. The student knows limitations of the case study approach to political analysis (e.g., possible invalidity of over-generalization from specific cases).	I U H	K2 K3	4			See goal 1.

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8. Political science
8.2 Modes and methods of inquiry

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.2.3 Comparative study						
1. The student knows that in political science, as in other modern social sciences, comparative studies are designed to yield valid, well-organized information about equivalent aspects of separate systems or units, rather than to generate or re-inforce value judgments.	I U H	K2 K3 K7	4		2.4.5 4.3.3.3 5.6 10.4	(V) Inquiring (V) Logical consistency (V) Relevance (V) Adequacy (V) Objectivity
2. The student knows principles governing the design and implementation of comparative research in political science (e.g., single frame of reference or model to structure observation, collection, analysis and reporting of data on two or more distinct samples; comparison of behavior to behavior, norm to norm, structure to structure, etc., rather than behavioral data on one system vs. norms of another).	I U H	K2 K3	3 4		2.4.5 3.2.2	See goal 1.
3. The student knows problems involved in comparative political research (e.g., avoiding ethnocentric or patriotic bias, mistaken assumptions, irrelevant or inconsistent application of generalized concepts; difficulty of obtaining comparable, adequate data).	I U H	K3	4			See goal 1.
4. The student knows themes, topics or concepts used to organize comparative political studies.	I U H	K1 K3	3		8.3 8.4	(V) Knowledgeability (V) Cultural knowledge

8. Political science
8.2 Modes and methods of inquiry

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.2.3 Comparative study (Cont.)						
5. The student is able to select and use comparable data about two or more political systems or social units as a basis for inferring similarities and differences between or among them.	I U H	P23 P33 P42 P45	6		2.4.5	See goal 1.
6. The student is able to recognize inappropriate comparisons of one political system to another (e.g., those which contrast non-comparable elements, are based on inadequate or irrelevant data about either system, or contain logical inconsistencies).	I U H	P22 P33	3 6 7		1.1 2.4.5	See goal 1. Also: (V) Discrimination (V) Insight

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8. Political science
8.2 Modes and methods of inquiry

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.2.4 Action analysis						
1. The student knows underlying principles and basic assumptions of action analysis (e.g., personal involvement and integration of science and practice).	I U H	K2 K3	4			(V) Inquiring (V) Research (V) Knowledgeabilit (V) Planning
2. The student is able to compare personal experiences with those of others as a means of increasing his or her awareness of patterns of human behavior.	I U H	P45	6			See goal 1. Also: (V) Social sensitivity (V) Insight
3. The student knows central questions which serve as guidelines in action analysis (e.g., how to arrange the environment, institution, or social setting in such a way as to promote the development of all individuals concerned).	I U H	K2 K3	4			See goal 1. Also: (V) Social responsibility (V) Personal growth and development
4. The student knows methods of participant observation used in an action analysis.	I U H	K2	4		2.1.3 4.3.3.2	See goal 1.

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8. Political science
8.2 Modes and methods of inquiry

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.2.5 Experimental analysis						
1. The student knows basic principles of experimental analysis (e.g., manipulation and control of variables).	I U H	K2 K3	4		2.5.3	(V) Inquiring (V) Experimentation (V) Knowledgeability
2. The student knows that in experimental analysis one attempts to determine the extent to which one element (variable) in a system influences other elements in that system.	I U H	K2 K3	4		3.2.2	See goal 1. Also: (C) Causality
3. The student knows that polltaking and surveying are two important tools of experimental political analysis (e.g., to collect baseline data on political attitudes, value positions taken on public issues).	I U H	K2 K7	4		2.1.4 3.2.2	See goal 1.
4. The student knows problems which tend to make experimental analysis a difficult process to perform (e.g., difficulty in isolating, fixing or manipulating variables).	I U H	K3	4			See goal 1.

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8. Political science

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept (V) Value Words
8.3 Major themes						
1. The student knows major themes of political analysis including conflict, consensus, and change.	I U H	K1 K3	3			(V) Cultural knowledge (V) Knowledgeabili (C) Change (C) Conflict (C) Consensus

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8. Political science
8.3 Major themes

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.3.1 Conflict						
1. The student knows that the theme of conflict is commonly studied by political scientists.	I U H	K1 K3	3 4	3 4	1.1.1 1.1.2 1.1.3 2.6.3	(V) Inquiring (V) Knowledgeability (C) Conflict
2. The student knows conditions that underlie or provoke political conflict (e.g., when the goals and behavior of individuals, groups, institutions or nations are not in agreement, and when demand for finite resources exceeds the ready supply).	I U H	G2 K8	2 3		1.1.3 2.6.3	See goal 1.
3. The student knows basic assumptions and methods of conflict theory (e.g., disagreement is an elemental part of any society, society is composed of antagonistic and competing groups and individuals, leadership is possessed by those who are able to accumulate power; political conflicts can be understood through application of game analysis).	I U H	K2 K3	3 4			See goal 1.
4. The student knows examples of political situations where unresolved or poorly resolved conflict was destructive to a social system or people.	I U H	K3 K8	2		10.5.2 10.6.4.3	See goal 1. Also: (V) Relevance (C) Stability
5. The student knows examples of political situations where an important conflict precipitated action which significantly changed a social system.	I U H	K3 K8	2		10.5.2 10.6.4.3	See goal 1. Also: (V) Relevance (C) Revolution (C) Social change

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8. Political science
8.3 Major themes

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.3.1 Conflict (Cont.)						
6. The student knows patterns of collective behavior associated with political conflict (e.g., mobilization of resources, mass participation around issues in conflict).	I U H	K3	3		1.1.3 8.8 8.9	See goal 1.
7. The student knows ways that groups within a society, or nations within the world community, are able to manage conflict (i.e., fundamental modes of conflict management), including: bargaining, coalition formation, and compromise.	I U H	K2 K7	3			See goal 1. Also: (C) Compromise
8. The student knows that conflicts within a society are ordinarily resolved by decision-making that authoritatively allocates (or reallocates) the valued rights, powers, resources, etc. for and among the society's members.	I U H	G2 K2 K7				See goal 1. Also: (C) Decision-makin (C) Authority (C) Political system (C) Government
9. The student knows that the control, management and resolution of conflicts within and among socially organized populations (communities, nations, etc.) may be seen as the central functions of political systems and governments.	I U H	K2 K7	3			See goal 1. Also: (C) Political system (C) Social control (C) Government

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8. Political science
8.3 Major themes

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.3.2 Consensus						
1. The student knows meanings of the term "consensus" as used in political science and other social sciences (e.g., value consensus: collective support for commitment to beliefs, norms, institutions, policies, etc. that structure or guide a political system's operations: social cohesion provided by sharing of purposes, goals, ideological frameworks).	I U H	K1 K2	3			(V) Inquiring (V) Knowledgeability (V) Unity of purpose (C) Consensus
2. The student knows that effectiveness in forming and changing value consensus is a significant characteristic of stable political or social systems.	I U H	G2 K3 K7	3			See goal 1. Also: (C) Stability
3. The student knows political scientists study the processes by which value consensus is formed in support of a political system, and changed to reflect policy decisions made by the system.	I U H	K2	3 4			See goal 1. Also: (C) Political culture
4. The student knows factors in the dynamics of consensus within a social system (e.g., rate of social and economic change; latent as overt conflicts; obstacles to attainment of mutually-held objectives; degree of group and individual involvement, influence in decision making).	I U H	K3	3			See goal 1.

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8. Political science
8.3 Major themes

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.3.2 Consensus (Cont.)						
5. The student knows basic assumptions and propositions of consensus theory (e.g., public policy represents, or is created by, public consensus of opinion, beliefs, values; direction of change in government is determined by direction of change in society or political culture--by changes in shared values, norms, priority concerns).	I U H	K3	3			See goal 1.
6. The student knows factors which may contribute to change in the shared values or norms of a modern society (e.g., mass media programming, advertizing, news coverage; economic or technological change; world or domestic crises; education).	I U H	K3 K4 K8	1 2 3	1	10.5.3.4 10.5.5	See goal 1. Also: (C) Change (C) Mass media (C) Mass society
7. The student knows examples of significant changes in political institutions or systems, in public policy or governmental practices which have occurred in response to changing public values or norms.	I U H	K3 K4 K8	1 2			See goal 1. Also: (V) Democratic process
8. The student knows examples of changes in public or collectively-held values, norms, beliefs or opinions that have followed-responded to-changes in public policy (laws, etc.).	I U H	K3 K4 K8	1 2 3			See goal 1.

8. Political science
8.3 Major themes

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.3.3 Change						
1. The student knows various ways in which political change may be viewed (e.g., as progress from one condition to another, preferred condition; as digression from a more free to a less free social system; as a neutral, random process of evolution to indefinite or unknown ends).	I U H	K2 K4 K5	3			(V) Inquiring (V) Knowledgeability (C) Change
2. The student knows that political and social change may be viewed as the result of evolution in human values, beliefs and behavior.	I U H	G2 K2	3			See goal 1. Also: (C) Social change
3. The student knows various models which may be applied in analysis of political and social change (e.g., incremental, linear, continuous, cyclical, repetitive, decadent, replacement, expansion, evolutionary, and revolutionary).	I U H	K1 K2	3			See goal 1. Also: (C) Revolution
4. The student is able to interpret a given sequence of political events in the context of various models for analysis of political change.	I U H	P43 P47 P48	6			See goal 1.

8. Political science
8.3 Major themes

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.3.3 Change (Cont.)						
5. The student knows basic assumptions and implications of various models for analysis of political change (e.g., given a particular model, how should an individual behave; what should be the goal of political institutions; what does the future represent).	H	K2 K3	3			See goal 1.
6. The student knows that change in political structures may vary in degree from minor changes within a system to total change or replacement of a system.	I U H	K3 K5	3			See goal 1. Also: (C) Revolution
7. The student knows examples of changes in political structure that vary in degree from minor internal change to total change or replacement of a system.	I U H	K3 K5	1 2 3			See goal 1. Also: (C) Revolution

8. Political science

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.4 Basic concepts						
1. The student knows concepts which are used as bases for political analysis (e.g., power, decision making, political roles, elites and classes, interest groups, and political culture).	I U H	K2	3 4			(V) Inquiring (V) Knowledgeability (C) Power (C) Decision making (C) Role (C) Social class (C) Group (C) Political culture
2. The student knows that political concepts have developed through a process of human interaction in real political cultures.	I U H	G2 K2	1 2 3			See goal 1.
3. The student knows that the basic concepts of political science represent interrelated aspects of any system by which a community or society defends and maintains itself and manages its collective affairs.	I U H	G2 K2 K3	3			See goal 1.

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8. Political science
8.4 Basic concepts

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.4.1 Power						
1. The student knows different ways that the concept of power may be viewed (e.g., as something "possessed", or as the degree of influence in relationships among people).	I U H	K2 K3	3			(V) Inquiring (V) Knowledgeabili (C) Power
2. The student knows that the degree of individual and public control of resources such as materials, human resources, and means of production are important variables in the power structure of political culture.	U H	K3	3			See goal 1.
3. The student knows that the dichotomy of individual freedom versus public control is a complex and living issue in all political cultures.	U H	G2 K3	3 7			See goal 1. Also: (C) Freedom
4. The student knows ways in which the behavior of individuals may be related to the power structure of political systems in which they live, and to their positions or roles in that structure.	U H	K3 K6 K8	3		4.3.5.4 8.4.3 8.4.4 9.7.3	See goal 1. Also: (V) Self-knowledge
5. The student knows that power theorists may be divided into two general groups: 1) power elitists 2) pluralists.	U H	K1 K2 K3	3			See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.4.1 Power (Cont.)						
6. The student knows basic principles and beliefs of elitist power theory (e.g., power accrues to those who have resources that are associated with the control of human behavior).	U H	G1 K2 K3	3		8.4.4	See goal 1.
7. The student knows basic principles and beliefs of pluralist power theory (e.g., power must be demonstrated to have an impact on public policy).	U H	G1 K2 K3	3			See goal 1.
8. The student knows historical events which were important in the development of pluralist and elitist political theories.	U H	K3	2 3			See goal 1. Also: (V) Cultural knowledge

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.4.2 Decision-making (See also: 2.6.2 Making decisions)						
1. The student knows that decision-making is both a) the complex process by which an individual or an organization directs its affairs and b) a function integral to the defence or maintenance of an open system (e.g., a person, group or society).	U H	K2 K3 K7	3		1.1	(V) Inquiring (V) Knowledgeabilit (V) Problem-solving (V) Policy making (V) Planning (C) Decision making
2. The student knows reasons why the well-being of an individual or of a society depends on effective decision-making (e.g., decisions that determine how the unit will respond to threats, problems, may have disastrous consequences if inappropriate to the real circumstances).	I U H	G2 K3	3		1.2.1 1.2.2 1.2.3	See goal 1. Also: (V) Adequacy (V) Relevance
3. The student knows that just as individuals have information systems specialized for decision-making (e.g., nervous system, brain) so societies have political systems by which decisions are authoritatively made for and about the behavior of the whole.	I U H	K3 K10	3			See goal 1. Also: (C) Political system

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.4.2 Decision-making (Cont.)						
4. The student knows elements of decision-making structures or mechanisms (e.g., facilities for collecting and transmitting internal and external information to points of decision-making; facilities at these points for analyzing input, recognizing threats or problems, constructing and evaluating alternative responses, selecting one over others; means of transmitting selected plan or response to parts which will act on it).	I U H	K3 K7	3			See goal 1.
5. The student knows characteristics distinguishing political processes from other decision-making processes which occur in a society (e.g., political decisions authoritatively allocated values for whole society).	I U H	K3 K5 K7	3			See goal 1. Also: (C) Authority (C) Political system (C) Government
6. The student knows ways in which concepts of authority and decision-making are interrelated (e.g., political decision-making exercises authority over affairs of a society; individuals, groups within a society exercise authority by participation in decision-making).	U H	K3 K6	3			See goal 1. Also: (C) Authority (C) Political system (C) Government

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.4.2 Decision-making (Cont.)						
7. The student knows some immediate products of political decision-making (e.g., governmental or organizational policies, laws, regulations, practices; contracts, agreements, treaties; often new agencies, jobs, etc. to carry them out).	I U H	K3	3			See goal 1. Also: (C) Government (C) Law
8. The student knows how the concepts of communication overload and decision overload are related to breakdown of political or governmental structures and functions at various levels.	U H	K2 K3 K7	3			See goal 1.
9. The student knows meanings of the term "privileged status" as applied to political decision-making (e.g., condition in which one's communications are influential in the decision-making process).	I U H	K1 K2 K7	3			See goal 1.
10. The student knows ways in which individuals or groups may attain or be granted "privileged status" in various types of political decision-making.	I U H	K3 K7	3		8.4.1 8.4.5 8.7.2.7 8.7.3.5	See goal 1. Also: (C) Power

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.4.2 Decision-making (Cont.)						
11. The student knows generalized factors influencing the effectiveness of political decision-making, including: adequacy, accuracy, relevance of information reaching points of decision-making; political ideologies, interests, prior decisions that constrain decision-makers or limit alternatives; validity of outcome predictions upon which selections are based; adequacy of feedback from those affected by decisions.	I U H	K3 K9	3			See goal 1. Also: (V) Accuracy (V) Relevance (V) Comprehensiveness (V) Adequacy (V) Predicting (V) Social responsibility (V) Communicating
12. The student knows ways in which political decision-making affects and is affected by communication systems operating within the society (e.g., mass media; technology of information collection and analysis; degree of governmental control over public information accepted by political culture).	I U H	K3 K6 K7 K8	3		10.5.3.4	See goal 1. Also: (C) Communication (C) Mass media
13. The student is able to recognize conventional decision-making patterns, including: comprehensive vs. incremental, fragmented vs. integrated.	U H	P45	3 10			See goal 1.
14. The student is able to use an appropriate model or formula for analysis of decision-making processes.	U H	P43	6			See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.4.3 Political roles (See also: 4.3.5.4 Political organization; 10.5.2.1 Differentiation: position, role)						
1. The student knows that political roles are types of membership available within a political system; i.e., what individuals may be and do politically.	I U H	K2	3			(V) Inquiring (V) Knowledgeabilit (V) Participating (C) Role
2. The student knows elements of a political role, including: a) position identified or named by its function within the political system (leader, follower, etc.); b) culturally-shared norms or expectations about the qualifications, rights or privileges, and behavior or role occupants, particularly in relation to occupants of other roles; c) culturally-shared expectations about sanctions imposed on violators of norms, and about degrees and types of violations which will be tolerated.	I U H	K2 K3	3			See goal 1. Also: (C) Function (C) Political culture (C) Norms
3. The student knows political roles generally found within any social or political system (e.g., leader, follower, supporter, official).	I U H	K1 K2 K3	1 3		10.6.3.5	See goal 1. Also: (C) Leadership
4. The student knows ways in which role definitions and expectations may become institutionalized within a culture, society or political system (e.g., as traditional practice, as ideology; through decision-making, as law, governmental policy).	I U H	K2	3		10.6.3.5	See goal 1. Also: (C) Institution (C) Political culture

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.4.3 Political roles (Cont.)						
5. The student knows that political roles may be seen as units by which power, authority or responsibility for decision-making is distributed among members of a population (e.g., occupants of certain roles have designated powers, authority with respect to each other, to types or subjects of decisions, to particular territories or locations).	U H	K2 K3	3			See goal 1. Also: (C) Power (C) Authority (C) Decision-making (C) Political system
6. The student knows ways in which political roles structure the interactions of people within a political system.	I U H	K3 K7	3			See goal 1. Also: (C) Political system (C) Structure
7. The student knows factors which may bring about changes in the political roles available in a society or the expectations associated with them.	I U H	K3 K8	3		8.3.3	See goal 1. Also: (C) Change
8. The student knows ways in which the concept of political roles is used in description or analysis of political systems or their elements (e.g., power relationships, structural organization of government, political behavior, political culture).	U H	K2 K7	3			See goal 1.
9. The student knows a) legally defined and b) culturally-implicit qualifications, privileges, and behavioral norms associated with particular political roles in societies, governments, or political systems under study.	U H	K2 K3	3			See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.4.3 Political roles (Cont.)						
10. The student knows ways in which cultural or societal norms associated with political roles may vary from their formal or legal definitions.	U H	K3 K5	3			See goal 1. Also: (C) Norms (C) Law
11. The student knows types of legal or social sanctions imposed on violators of a) culturally or socially implicit or b) legally explicit behavioral norms associated with particular political roles in systems under study.	U H	K2 K3	1 2 3			See goal 1. Also: (C) Justice (C) Social control (C) Jurisprudence (C) Norms
12. The student knows ways in which various groups or individuals within a society, culture or political system under study have affected or are affecting the definitions of political roles and who will occupy them.	I U H	K3 K4	1 2 3		7.4.2.15 8.8	See goal 1. Also: (C) Change
13. The student knows the effects of mass media on political roles in modern societies.	I U H	K3 K8	1 2 3		3.1.4 10.5.3.4	See goal 1. Also: (C) Mass media (C) Mass society

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.4.4 Elites and classes (See also: 10.5.2.2 Stratification)						
1. The student knows various ways to define political elites (e.g., by skill, class, personality and attitude commonalities).	I U H	K1 K2	3			(V) Inquiring (V) Knowledgeability (C) Social class
2. The student knows the socio-economic factors upon which class distinctions are commonly based (e.g., income level, functional role in society, formal educational level).	I U H	K2 K3 K5 K9	3		6.3.5 10.6.1	See goal 1.
3. The student knows that the term "elite", as used in political science, may refer to: a) a whole social class whose interests consistently dominate, and are served by, public policy decisions; b) the leadership of a class or interest group: a set of members whose goals, plans, opinions, etc. are consistently supported, adopted or carried out by the class or group as a whole.	I U H	K1 K2 K5	3			See goal 1. Also: (C) Power (C) Leadership
4. The student knows central questions and issues of class dynamics (e.g., to what extent is there mobility among and within classes; how does the existence of classes affect political outcomes).	U H	K3	3			See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.4.5 Interest groups						
1. The student knows that an interest group may be any set of a society's members who are affected as a class by public policy decisions, because they share: a) characteristics (e.g., age, race, sex); b) circumstances (e.g., residence, occupation, income bracket); or c) commitments (e.g., party membership, economic objectives, value positions on issues).	I U H	K2	3	2		(V) Inquiring (V) Knowledgeabilit (V) Social sensitivity (V) Policy making (C) Group
2. The student knows ways in which interest groups function in political or governmental decision-making (e.g., organizing to promote or protect interests; competing through electoral process; raising issues; seeking and exercising social or economic influence; forming alliances, coalitions; bargaining, compromising).	I U H	K3 K7	3		8.3.1 8.7.2.7 8.7.3.5	See goal 1. Also: (V) Participating (V) Democratic process (C) Conflict (C) Compromise (C) Decision making
3. The student knows factors which affect the success of an interest group (e.g., the group's strategic position in society, internal characteristics of the group, and the nature of governmental institutions with which the group must work).	I U H	K3 K8	1 2 3			See goal 1.
4. The student knows significant interest groups and their areas of influence in American politics.	I U H	K1 K3	2 3			See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.4.5 Interest groups (Cont.)						
5. The student knows the function and significance of unorganized but potential interest groups in the American political system.	U H	K3 K7	1 2 3			See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.4.6 Political culture (See also: 4.3.1.2 Cultural diversity)						
1. The student knows characteristics of the major types of political cultures including Parochial, Subject, and Participant.	I U H	K1 K2 K3 K5	3			(V) Cultural knowledge (V) Inquiring (V) Knowledgeabilit (C) Political culture
2. The student knows that political culture determines ways in which legitimate demands may be made of and within a political system.	I U H	K2	3			See goal 1.
3. The student knows concepts referring to significant aspects of political culture (e.g., competition, religious-moral values, trust in authority, optimism, parochial pride, biases, economic opportunities and class distinctions).	U H	K2 K3	3			See goal 1.
4. The student knows that political culture is partially defined by the type and level of support of the political system from various individuals and groups.	U H	K2 K3	3		8.3.2	See goal 1. Also: (C) Consensus
5. The student knows how a nation's political culture and system reflects the attitudes and beliefs of its people (e.g., through role expectations of public officials; through structural definition of decision-making and communication channels).	U H	K3 K7	3		4.3.5.4 10.6.3.5	See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.5 History of political thought and ideology (See also: 7.5.3 World civilizations)						
1. The student knows that current political systems can be viewed as dynamic products of the evolution of political theory and experience.	U H	K2	3			(V) Cultural knowledge (V) Cultural heritage (V) Inquiring (V) Knowledgeability
2. The student knows that the structures of current political systems have many elements in common with the structure of Greek city states.	I U H	G2 K5	2 3			See goal 1.
3. The student knows important contributions of the Greek and Roman civilizations to modern political thought and ideology (e.g., fundamental principles of democracy and a complex legal system).	U H	K3	2 3			See goal 1. Also: (C) Law (C) Jurisprudence (C) Government

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8.5 History of political thought and ideology

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.5.1 Focus: City-states						
1. The student knows historical conditions which facilitate the development of the classical Athenian city state.	I U H	K4 K8	2 3		7.5.3.3	(V) Cultural knowledge (V) Inquiring
2. The student knows the roles played by important political leaders in the development of the city state (e.g., Solon, Peisistratus, Cleisthenes and Pericles).	I U H	K1	2			See goal 1.
3. The student knows characteristics of the political systems in Athens and Rome around the year 1000 B.C. which made them exemplary city states.	I U H	K3	2 3			See goal 1.
4. The student knows ways in which the political structure of city states facilitated democratic political behavior.	I U H	K3	2 3			See goal 1.
5. The student knows why governments of the city states are considered to be limited democracies (e.g., presence of a large slave class and limitations on citizenship).	I U H	K2 K3	2 3			See goal 1.
6. The student knows limitations placed on citizenship in the Athenian city state (e.g., exclusion of women, underage males, slaves and freemen of foreign birth).	I U H	K3	2			See goal 1. Also: (C) Citizenship

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.5.1 Focus: City-states (Cont.)						
7. The student knows characteristic elements in the political structure of a city state (e.g., a principal leader or Archon, a Senate, and a Council of 400).	I U H	K3	3			See goal 1.
8. The student knows the functions of principal elements in the political structure of a city state (e.g., the legislative role of the Senate and Council and the executive duties of the Archon).	I U H	K3 K7	2 3			See goal 1.
9. The student knows that assembly of all citizens in a "town meeting" was an important part of the political culture in the Athenian city state.	I U H	K3 K7	2 3			See goal 1. Also: (C) Citizenship
10. The student knows factors which contributed to the decline of the Greek city states (e.g., centralization of power in Athens and the continuing Peloponnesian Wars).	I U H	K4 K8	2		7.5.3.4	See goal 1.

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8.5 History of political thought and ideology
8.5.1 Focus: City-states

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.5.1.1 Plato						
1. The student knows ways in which Platonic philosophical concepts reflect the influence of Socratic teachings.	U H	K3 K5	2 3			(V) Cultural knowledge (V) Rationality (V) Inquiring (V) Logic
2. The student knows that some of the philosophical concepts of Plato evolved from political ideas which originated in Athens in the 5th century B.C.	U H	G2 K4	2			See goal 1.
3. The student knows political ideas originating in Athens in the 5th century B.C. which were important in the evolution of Platonic philosophical concepts.	U H	K2 K3	2 3			See goal 1.
4. The student knows areas of political thought which have been influenced by Platonic philosophy including (1) property and the family, (2) classes and (3) reciprocal needs and divisions of labor.	U H	K3 K5	2 3			See goal 1. Also: (C) Family (C) Interdependenc
5. The student knows that a central thesis of Plato was virtue is knowledge.	U H	K2 K3	2 3			See goal 1.
6. The student knows important ideas behind Plato's political thought including: (1) definition of the good life, (2) discrimination between true and false gods, and (3) discrimination between adequate and inadequate means of attaining the good life.	U H	K3	2 3			See goal 1.

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8.5 History of political thought and ideology
8.5.1 Focus: City-states

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.5.1.1 Plato (Cont.)						
7. The student knows that The Republic is Plato's major work.	U H	G2 K1	2			See goal 1.
8. The student knows that Plato's Republic is an account of an attempt to find, through rational discussion, a set of working principles for a stable society.	U H	K2 K3	2 3			See goal 1. Also: (C) Stability (C) Rationality
9. The student knows that social justice is a basic theme in Plato's Republic.	U H	K3	2 3			See goal 1. Also: (C) Justice
10. The student knows that Plato advocated a political system where stability would be guaranteed by the perfection of its legal constitution, rather than by the wisdom and expertise of its rulers.	U H	K3	2 3			See goal 1. Also: (V) Rule of law (C) Stability (C) Justice (C) Law

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8. Political science
8.5 History of political thought and ideology
8.5.1 Focus: City-states

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.5.1.2 Aristotle						
1. The student knows ways in which the philosophical works of Aristotle reflect the influence of Platonic teachings.	U H	K3 K5	2 3		7.5.3.3	(V) Cultural knowledge (V) Rationality (V) Logic (V) Inquiring
2. The student knows characteristics of Aristotelian philosophy (e.g., use of deductive rather than inductive reasoning, and belief in experimental rather than intuitive learning).	U H	K1 K3	2 3			See goal 1.
3. The student knows that the Politics is Aristotle's principal writing on the subject of government.	U H	K1 K3	2			See goal 1.
4. The student knows that Aristotle described and classed types of governments.	I U H	K3	2 3			See goal 1. Also: (C) Government
5. The student knows that Aristotle analyzed governmental structures and functions in an effort to discover principles which would help governments of existing states.	U H	K3	2 3			See goal 1.
6. The student knows elements of an ideal Aristotelian state (e.g., rule by an enlightened monarch or aristocracy).	U H	K3	2 3			See goal 1.

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8.5 History of political thought and ideology
8.5.1 Focus: City-states

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.5.1.2 Aristotle (Cont.)						
7. The student knows that Aristotle considered education to be necessary for the perpetuation of an ideal state.	U H	K3	2 3			See goal 1. Also: (V) Educating (V) Literacy
8. The student knows that Aristotle produced one of the most comprehensive bodies of philosophical works, including: writings on art, drama, poetry, governments and economics, language, physics, astronomy, biology and ethics.	I U H	K3	2 3			See goal 1.
9. The student knows ways in which the political situation in Greece in the fourth century B.C. may have affected Aristotle's written works.	U H	K6 K8	2 3		7.5.3.3	See goal 1.

8. Political science
8.5 History of political thought and ideology

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.5.2 Focus: World community						
1. The student knows that the principal contributions to the concept of world community were made during the period bounded by the rise and decline of the Roman Empire.	U H	K3	2 3		7.5.3.3 7.5.3.4	(V) Cultural heritage (V) Cultural knowledge (C) Community
2. The student knows principal contributors to the concept of world community (e.g., Chrysippus and stoicism, Cicero and natural law, St. Augustine, St. Thomas Aquinas and the church's relationship to the state).	U H	G1 K1	2 3			See goal 1.

8. Political science
8.5 History of political thought and ideology
8.5.2 Focus: World community

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.5.2.1 Stoicism						
1. The student knows the primary characteristics of stoicism (e.g., ethical ideals of self-discipline and rational self-sufficiency).	U H	K1 K3	3		1.2.3	(V) Cultural knowledge
2. The student knows stoicism was most prevalent in Rome during the third and fourth Centuries B.C.	I U H	K3	2			See goal 1.
3. The student knows characteristics of the stoic lifestyle.	I U H	K3	3			See goal 1.
4. The student knows the contributions of Chrysippus to the development of the stoic ethic.	U H	K1 K3	2 3			See goal 1.
5. The student knows that stoicism may be viewed as an attempt to create a world community through utilization of the disciplined intellect.	U H	K3	3			See goal 1. Also: (V) Knowledgeability (V) Rationality (V) Self-discipline
6. The student knows that Polybius was the principal stoic theoretician.	U H	K1	2			
7. The student knows contributions of Polybius to the development of political science (e.g., the concept of balanced power among branches of government.).	U H	K3 K4	2 3		8.7.2	See goal 1. Also: (C) Power
8. The student knows ways in which Stoic theoretical concepts are reflected in the American legal system.	H	K3 K6	1 3		8.7.1 8.7.2	See goal 1. Also: (C) Law (C) Jurisprudence

8. Political science
8.5 History of political thought and ideology
8.5.2 Focus: World community

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.5.2.2 Natural law						
1. The student knows the concept of natural law as it was described by Cicero (e.g., true law is right reason in conformity with nature; it is universal, unchangeable, and eternal; its commands urge us to duty and its prohibitions restrain us from evil).	U H	K1 K3	2 3			(V) Cultural knowledge (C) Law (C) Rationality (C) Order
2. The student knows that the concepts of natural law and right reason provided theoretical underpinnings to the growing Roman legal system.	U H	K3	2		7.5.3.3	See goal 1.
3. The student knows commonalities between Cicero's theory of natural law and the logic of the Stoic theorists.	U H	K3 K5	3			See goal 1.
4. The student knows implications of the concept of natural law to a legal system (e.g., ultimate authority for definition of laws lies in the people; laws are ideally the result of a basic agreement among people about truth and justice).	U H	K3 K8	3			See goal 1. Also: (C) Consensus
5. The student knows ways in which the concept of natural law has influenced the structure of the American legal system.	U H	K3 K8	2 3		8.7.2.3 8.7.3.4	See goal 1. Also: (C) Justice (C) Jurisprudence

8. Political science
8.5 History of political thought and ideology
8.5.2 Focus: World community

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.5.2.3 The church and empire						
1. The student knows factors which contributed to the increasing importance of the Christian Church in Roman political affairs (e.g., the conversion and later policies of Constantine).	U H	K3 K4	2 3		7.5.3.4	(V) Cultural knowledge
2. The student knows that an important concern of early Christian theologians was the degree to which an individual should participate in the affairs of state.	U H	K3	2 3			See goal 1. Also: (C) Citizenship
3. The student knows that St. Augustine and St. Thomas Aquinas were the principal Christian Theorists during the period of decline of the Roman Empire.	U H	K1 K3	2			See goal 1.
4. The student knows principal themes of St. Augustine's City of God (e.g., the significance of worldly power, the condition of humanity in the state of "The Fall" and the prospects for political order on earth).	U H	K3	2 3			See goal 1.
5. The student knows elements in the historical context of St. Augustine's works (e.g., Alaric's invasion of the capital city, the decline of the Roman Empire and the increasing political power of the Church).	U H	K3 K6	2		7.5.3.4	See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.5.2.3 The church and empire (Cont.)						
6. The student knows that St. Augustines fundamental contribution to political-theological philosophy is the idea that there are co-existing cities of God and of the world.	U H	K3	2 3			See goal 1. Also: (C) Sovereignty
7. The student knows characteristics of St. Augustine's philosophy which are common to other principal schools of thought (e.g., the stoic concept of concentricity of the cosmos and the community).	U H	K1 K3 K5	3			See goal 1. Also: (C) Order
8. The student knows that Augustine advocated primary allegiance of all Christians to God.	U H	K3	2			See goal 1.
9. The student knows that Augustine generally advocated obedience to the power of the state.	U H	K3	2			See goal 1.
10. The student knows that Augustine believed that obedience to the authorities of the state would facilitate order and peace in the world community.	U H	K3	2 3			See goal 1. Also: (V) Peace (V) Order (regularity)
11. The student knows principal themes of St. Thomas Aquinas' political-theological writings (e.g., the relative places of earthly authority in the order of things, the role of human laws and political institutions in the ordered Christian universe).	U H	K3	2 3			See goal 1. Also: (C) Authority (C) Order

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.5.2.3 The church and empire (Cont.)						
12. The student knows elements in the historical context of Aquinas' works (e.g., the conflict between Roman secular and religious leaders, and the decreasing viability of the Roman Empire).	U H	K3	2		7.5.3.4	See goal 1.
13. The student knows that Aquinas blended Aristotelian logic with Christian dogma to restructure the official philosophy of the Church.	U H	K3 K10	2 3			See goal 1.
14. The student knows ways in which the works of Aquinas may have contributed to the "adaptability and high survival capacity" of the Church (e.g., by providing a logical foundation and structure for organization of Christian theology).	U H	K3 K8	3			See goal 1. Also: (V) Rationality (V) Logic
15. The student knows that Aquinas advocated legal action and Christian forbearance as the proper response of an individual to excessive tyranny of the state.	U H	K3	2 3			See goal 1.
16. The student knows that Aquinas described the ordering of the universe in the context of four basic principles: Eternal Law, Natural Law, Divine Law, and Human Law.	U H	K3	2 3			See goal 1. Also: (C) Law

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8.5.2.3 The church and empire (Cont.)						
17. The student knows principal influences of the works of Augustine and Aquinas on later political theory (e.g., the concept of separation of church and state, and the concept of individual submission to the power of the state).	U H	K3 K4 K8	2 3			See goal 1.

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8.5 History of political thought and ideology

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.5.3 Focus: nation-state						
1. The student knows that nation-state theory focuses on the nation as the principal unit of government and sovereign state.	U H	K1 K3	3		8.9.1	(V) Cultural knowledge (C) Government (C) Sovereignty
2. The student knows that the nation-state concept is founded on the political works of Plato and Aristotle.	U H	K3	2		8.5.1.1 8.5.1.2	See goal 1.
3. The student knows historical trends which facilitated the revival of nation-state theory (e.g., the decline in power of the Roman Catholic Church).	U H	K3 K4 K8	2 3		7.5.3.5	See goal 1. Also: (C) Secularization
4. The student knows that nation-state theory is characterized by a separation of Church and State affairs.	U H	K3	3			See goal 1.
5. The student knows that the revival of the nation-state concept corresponded to a renaissance of classical philosophy and literature.	U H	K3 K5	2 3		7.5.3.5	See goal 1.
6. The student knows principal contributors to the development of nation-state theory (e.g., Plato and Aristotle as founders during the Classical period and Machiavelli, Bodin, and Hobbes during the revival period).	U H	K1 K4	2 3			See goal 1.

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8.5.3 Focus: nation-state

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.5.3.1 Machiavelli						
1. The student knows that Machiavelli attempted to examine governments from a scientific (e.g., realistic and objective) point of view.	U H	K3	2 3			(V) Cultural knowledge (C) Government
2. The student knows that Machiavelli studied contemporary political behavior in order to abstract principles of government that could be applied to maximize the effectiveness of political systems.	U H	K3	2 3			See goal 1.
3. The student knows principal themes of Machiavelli's principal work, The Prince (e.g., techniques by which a ruler might win and maintain power).	U H	K1 K3	3			See goal 1. Also: (C) Power
4. The student knows revolutionary characteristics of Machiavelli's political thought (e.g., the absence of theological concepts and traditional Christian morality, emphasis on behavioral laws, rather than on moral truths).	U H	K3	3			See goal 1.
5. The student knows characteristics of Machiavelli's ideal state (e.g., a mixed constitutional government with power divided among prince, nobles, and the people).	U H	K3	3			See goal 1. Also: (C) Power

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.5.3.1 Machiavelli (Cont.)						
6. The student knows significant historical influences on the works of Machiavelli (e.g., the disunity of Italy and the Italian Renaissance).	U H	K3 K8	2 3		7.5.3.5	See goal 1.
7. The student knows commonalities between the political philosophy of Machiavelli and the works of earlier political theorists.	U H	K3 K5	2 3			See goal 1.
8. The student knows ways in which the political theory and beliefs of Machiavelli are manifest in the structure of current political systems.	U H	K3 K5	3		8.6 8.7	See goal 1.

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8.5.3.2 Bodin						
1. The student knows principal characteristics of the concept of sovereignty as described by Bodin (e.g., sovereignty as the power to command, to judge, to make laws and enforce them; sovereignty as absolute and unlimited).	U H	K3	3			(V) Cultural knowledge (C) Sovereignty (C) Authority (C) Power (C) Law
2. The student knows principal themes of Bodin's Six Books of the Commonwealth (e.g., the disadvantages of a popular or democratic state, the failure of sovereignty in "mixed" systems of government, and the importance of a "head of state who can unite all").	U H	K1 K3	2 3			See goal 1.
3. The student knows significant historical influences on the works of Bodin (e.g., the conflict between Catholics and Hugenots, the ideology and spirit of the Reformation).	U H	K3 K6 K8	2 3		7.5.3.5	See goal 1.
4. The student knows commonalities between the political philosophy of Bodin and the works of earlier political theorists.	U H	K3 K5	2 3			See goal 1.
5. The student knows ways in which the political theory and beliefs of Bodin are manifest in the structure of current political systems.	U H	K3 K5	3		8.6	See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.5.3.3 Hobbes						
1. The student knows that Hobbes constructed a comprehensive political theory on a model of geometrical reasoning.	U H	K3	2 3			(V) Cultural knowledge (C) Order
2. The student knows principal themes of Hobbes' chief work, Leviathan (e.g., the principles by which people create political order out of natural chaos).	U H	K1 K3	2 3			See goal 1.
3. The student knows significant historical influences on the works of Hobbes (e.g., the English Civil War, the development of "new science").	U H	K3 K8	2		7.5.3.5 7.5.3.6	(V) Cultural knowledge
4. The student knows principle elements of Hobbe's view of man (e.g., man as a solitary and predatory creature and a sort of natural enemy of himself).	U H	K3	2 3			See goal 1.
5. The student knows characteristics of Hobbes' view of the state of nature (e.g., "Every man against every man", a state of perpetual war).	U H	K3	2 3			See goal 1. Also: (C) Conflict
6. The student knows characteristics of the social contract inherent in Hobbes' philosophy (e.g., a covenant between individuals to gain protection from others; surrender of personal freedom for greater security).	U H	K3	2 3			See goal 1. Also: (C) Social organization (C) Security (C) Interdependence (C) Social control

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8.5.3 Focus: nation-state

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.5.3.3 Hobbes (Cont.)						
7. The student knows ways in which Hobbes' work may be viewed as revolutionary (e.g., the belief that the origin of the state was not to be found in the mind of God, but in the minds of the people).	U H	K3 K5	2 3			See goal 1.
8. The student knows principal characteristics of Hobbes' ideal state (e.g., based on a social contract between individuals for mutual benefit, and authoritarian view of political relationships).	U H	K3	2 3			See goal 1. Also: (C) Government
9. The student knows commonalities between the political philosophy of Hobbes and the works of earlier political theorists.	U H	K3 K5	2 3			See goal 1.
10. The student knows ways in which the political theory and beliefs of Hobbes are manifest in the structures or popular ideologies of current political systems.	U H	K3 K5	3		8.6 8.7.2.6	See goal 1. Also: (C) Political culture

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.5.4 Focus: Relation of individual to state; western democratic theories						
1. The student knows that development of western democratic theories was greatly influenced by the writings of Locke, Rousseau, Burke, de Tocqueville and Mill.	U H	K1 K3 K4	2			(V) Cultural knowledge (V) Democratic process
2. The student knows historical precedents which contributed to the development of western democratic ideals.	U H	K3 K4 K6	2		7.5.3.3 7.5.3.5 7.5.3.6	See goal 1.
3. The student knows principal contributions of Mill to Western democratic theories (e.g., the belief that each person's opinion is provisional and fallible, subject to modification in light of new data or experiences; and that democracies should always be open to the ideas of dissenters, heretics and lonely thinkers).	U H	K3	2 3			See goal 1. Also: (V) Dissenting (V) Openness (V) Flexibility (V) Adequacy
4. The student knows principal contributions of de Tocqueville to Western democratic theories (e.g., the belief that equality of all people is the ultimate goal of democracy).	U H	K3	2 3			See goal 1. Also: (V) Equality (C) Equality
5. The student knows principal contributions of Burke to Western democratic theories (e.g., the belief that the basis for a society's laws and political order is its conventions and traditions).	U H	K3	2 3			See goal 1. Also: (C) Institution (C) Law (C) Political culture

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.5.4 Focus: Relation of individual to state; western democratic theories (Cont.)						
6. The student knows principal contributions to Rousseau to Western democratic theories (e.g., belief that the state is an agent of human fulfillment, and that the natural basis for power is the collective truth of the people).	U H	K3	2 3			See goal 1. Also: (C) Citizenship (C) Authority
7. The student knows principal contributions of Locke to Western democratic theories (e.g., the beliefs that people are born free, the most natural form of government is a limited one based on the consent of the governed, that war should not be the perpetual state).	U H	K3	2 3			See goal 1. Also: (V) Freedom (V) Peace (C) Freedom (C) Government (C) Authority
8. The student knows that in Western democratic societies, the development and allocation of sovereignty is ideally based on what the majority of the people want.	U H	G1 K3	3 7			See goal 1. Also: (C) Sovereignty
9. The student knows that concern for human rights is essential to western democratic theories.	I U H	G1 K3	3 7		1.2.2	See goal 1. Also: (V) Equal protection under law
10. The student knows that in a democracy individuals ideally assume responsibility for their own behavior, to the benefit of the society as a whole, and thus to themselves.	I U H	K3	3 7		1.2.2	See goal 1. Also: (V) Social responsibility (C) Social control (C) Freedom
11. The student knows potential limitations and benefits of life in a democratic society.	I U H	K3 K5	3 7			See goal 1. Also: (V) Insight

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8.5.4 Focus: Relation of individual to state; western democratic theories (Cont.)						
12. The student knows that the principle of government by consent of the governed is elaborated in the classic vision of a representative democracy: an informed and involved citizenry, with individuals pursuing their interests by voting for representatives; majority rule, minority rights.	I U H	G1 K3 K9	3			See goal 1.
13. The student knows that while most modern forms of government are theoretically designed as representative democracies (e.g., American constitutional democracy, democratic socialism, marxist communism, Maoist communism), their designs incorporate differing social and economic philosophies (i.e., they are designed to implement differing visions of the good society); and thus have differing definitions of citizens' rights, privileges, duties, and relationships to their governing leaders and organizations.	H	G2 K2 K5	3			See goal 1.

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8.5.5 Focus: Relation of individual to state; totalitarian theories						
1. The student knows aims, premises and principles of totalitarian theories (e.g., increasing a nation's security, stability, productivity-wealth, and/or power in the world, by organizing all resources, institutions under state authority; absolute power to determine and enforce public policy--national goals, laws, etc.--legally vested in leader(s) of state, with populace as subjects, rather than as sources, of state's authority).	U H	K2 K3	3 7			(V) Cultural knowledge (C) Government (C) Authority (C) Power (C) Law
2. The student knows that totalitarian theories define the interests of all individuals in a populace, and of all social and economic institutions within it (schools, families, industries, businesses, etc.) as the interests of the state; i.e. competing interests, internal conflicts are theoretically eliminated by placing all resources, decision-making processes under control of a single organization--the government--and its leadership.	U H	K2 K3	3 7			See goal 1. Also: (C) Conflict
3. The student knows the historical origins of dictatorial or totalitarian government in Western civilization (e.g., in ancient Rome, a magistrate was appointed by Senate in times of emergency, and invested with absolute authority).	U H	K3 K4 K6	2 3		7.5.3	See goal 1.

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8.5.5 Focus: Relation of individual to state; totalitarian theories (Cont.)						
4. The student knows social, economic and political conditions which tend to support the development of totalitarian thought (e.g., strong governmental control of the national economy; apathy, fear or anxiety in the citizenship, inadequate living conditions or oppression of a significant portion of the population).	U H	K3 K6	2 3 7			See goal 1.
5. The student knows ways in which totalitarian doctrines have been incorporated into the nationalistic ideologies supporting various dictatorships established in the 20th century (e.g., Germany under Hitler, Italy under Mussolini, Hungary under Bethlen, Spain under Franco).	U H	K2 K3	2 3 7		7.5.3.7 8.9	See goal 1.
6. The student knows ways in which totalitarian doctrines (e.g., methodological principles) have been incorporated into democratically-based theories of socialism and/or communism (e.g., Marxist theory as interpreted, applied by architects of modern U.S.S.R.; as interpreted, applied in design of People's Republic of China) in support of various contemporary dictatorships.	U H	G1 K3 K4 K7	2 3 7			See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.5.5 Focus: Relation of individual to state; totalitarian theories (Cont.)						
7. The student knows principal contributors to philosophies of contemporary totalitarian governments, their major works, and the historical circumstances in which they were developed.	U H	K1 K3 K6	2			See goal 1.
8. The student knows ways in which principles or doctrines of modern totalitarianism vary: a) from nation-state to nation-state; b) from earlier authoritarian forms (monarchies, etc.).	U H	K5	3			See goal 1.

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8.6 Comparative politics and government (See also: 8.2.3 Comparative study)						
1. The student knows elements which define the character of political systems, including man's political nature, the heritage of formal political institutions, and current governmental structure and philosophy.	U H	K2 K3	3			(V) Cultural knowledge (V) Knowledgeability (C) Political system (C) Government
2. The student knows that the three major forms of government are the Presidential, Parliamentary, and One Party Systems.	I U H	G2	3			See goal 1.
3. The student knows that the function of a government is determined in part by its structure; and that its structure reflects the functions it was designed to perform.	U H	G2 K6 K7	3			See goal 1.
4. The student is able to discriminate between the ideological goals of a nation and its actual mode of practice.	U H	P47	3 7			See goal 1.
5. The student is able to identify differences in the ways that Presidential, Parliamentary and One-Party systems provide for a) the transfer of office or authority (e.g., from one head of state to the next; from one leadership group to another) b) the distribution of authority or power within and among agencies of government.	H	P45	6 7			See goal 1.

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8.6 Comparative politics and government

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.6.1 Presidential systems						
1. The student knows characteristics common to presidential systems of government (e.g., including: 1) separation of legislative, executive and judicial branches; 2) fixed term of presidential office; 3) written constitution; 4) direct election of president; 5) elections scheduled by law).	I U H	K3	3			(V) Cultural knowled (V) Knowledgeabilit (C) Government
2. The student knows that presidential systems of government are relatively recent political developments.	I U H	K3	2 3			See goal 1.
3. The student knows significant historical events in the evolution of presidential political systems.	U H	K3	2 3			See goal 1.
4. The student knows ways in which a presidential form of government permits dissent and fosters compromise.	U H	K3	3			See goal 1.
5. The student knows why a presidential form of government may be viewed as both a result of a break with the monarchical institution and a reaction to a weak cabinet system.	U H	K3 K5	3			See goal 1.
6. The student knows nations having presidential systems of government.	U H	K1 K3	2			See goal 1.

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8.6 Comparative politics and government

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.6.2 Parliamentary systems						
1. The student knows principal characteristics of parliamentary systems (e.g., legislative body which controls and operates the executive agencies and supervises the courts; an executive chosen by the party which dominates the legislature; election by party rather than by individual).	I U H	K3	3			(V) Cultural knowledge (V) Knowledgeability (C) Government
2. The student knows that the principle of legislative supremacy is basic to parliamentary government.	U H	K3	3			See goal 1.
3. The student knows that in a parliamentary form of government the judicial branch complements rather than limits parliamentary sovereignty.	U H	K3	3			See goal 1.
4. The student knows important historical elements in the evolution of parliamentary systems of government.	U H	K3	2 3			See goal 1.
5. The student knows nation parliamentary systems of government.	U H	K1 K3	2			

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8.6 Comparative politics and government

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.6.3 One-party systems						
1. The student knows various forms of political systems which may be classified as one-party systems (e.g., communist, "tribal", and fascist).	U H	K1	3			(V) Cultural knowledge (V) Knowledgeabilit (C) Government
2. The student knows advantages and disadvantages of one-party political systems.	U H	K3	3 7 12			See goal 1.
3. The student knows political conditions which tend to support an effective one-party system of government.	U H	K3	2 12			See goal 1.
4. The student knows ways in which national identity is influenced by and associated with the party in power in a one-party system.	U H	K3	3 7			See goal 1.
5. The student knows that one-party systems of government may or may not have legally fixed terms of office or election dates.	I U H		3			See goal 1.
6. The student knows ways in which a single party maintains and controls functions of the formal government structure (e.g., through an alliance of key figures in the military, business sector and government agencies).	U H	K3	3			See goal 1.

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8.6 Comparative politics and government

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.6.3 One-party systems (Cont.)						
7. The student knows ways in which one-party systems have conventionally come into power (e.g., coup d'etat or revolution).	U H	K3	2 3			See goal 1. Also: (C) Revolution
8. The student knows that one-party governments typically experience difficulty or dysfunction in the transfer of power from one leadership group to another.	U H	K3	2 3			See goal 1.
9. The student knows that the formalized one-party system is a relatively recent political development.	I U H	K3	2 3 7			See goal 1.
10. The student knows various forms of the one-party system as they exist in third world nations.	U H	K3 K5	3			See goal 1.
11. The student knows nations having one-party systems of government.	U H	K1 K3	2			See goal 1.

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8.7 American governments						
1. The student knows basic principles of the Federal Constitution which have influenced the American political system: (1) limited power, (2) popular sovereignty, (3) rule of law and constitutional supremacy, (4) civil liberties, (5) judicial review, and (6) separation of powers and checks and balances, (7) state's rights.	I U H	K1 K3	3		8.5	(V) Cultural knowledge (V) Knowledgeabilit (V) Democratic process (V) Social rights (V) Social responsibility (C) Government (C) Law
2. The student knows principal components of the American Federal government, (e.g., the Executive, Legislative and Judicial branches and their sub-divisions).	P I U H	K1 K3	3 10			See goal 1.
3. The student knows basic powers and functions of the three branches of American government.	I U H	K2 K3	3 7 10			See goal 1.
4. The student knows that the structure of American government can be divided into Federal, State, and local (urban) levels.	I U H	K2 K3	3			See goal 1.

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8.7.1 The constitution						
1. The student knows that the Constitution outlines a basis for decision making.	I U H	K2 K3	3 10		8.4.2	(V) Knowledgeability (V) Democratic process
2. The student knows that the Constitution provides a basis for the American legal system.	I U H	K2 K3	3 10		8.7.2.3 8.7.3.4	See goal 1. Also: (C) Law (C) Jurisprudence
3. The student knows that the Constitution established the fundamental structure for all levels of United States government.	I U H	K2 K3	2 3 10			See goal 1. Also: (C) Government
4. The student knows that the key constitutional issues in the formulation of the Constitution have counterparts in contemporary times.	U H	G2 K3 K5	3 10		8.8	See goal 1.
5. The student knows the legal methods provided for changing the Constitution.	I U H	K2	3 10			See goal 1. Also: (C) Law
6. The student knows that the individual rights guaranteed by the Constitution are not absolute.	I U H	K3	2 3 7			See goal 1. Also: (C) Law (C) Freedom
7. The student knows that the Constitution reflects responses to both the weaknesses and strengths of the Articles of Confederation.	U H	K3	2 3			See goal 1.

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8.7.1 The constitution (Cont.)						
8. The student knows principal historical precedents of the Constitution and the Bill of Rights (e.g., Magna Carta, Articles of Confederation).	U H	K1 K3	2		7.4.2.4 7.5.3	See goal 1.
9. The student knows political roles defined for governmental units or officials by particular Constitutional articles or amendments (e.g., qualifications, powers, duties, jurisdiction).	U H	K2 K3	2 3 10			See goal 1. Also: (C) Authority (C) Leadership
10. The student knows that the Bill of Rights represents an attempt to guarantee the rights and liberties of U.S. citizens.	P I U H	K3	2 3 10			See goal 1. Also: (C) Freedom (C) Equality (C) Law
11. The student knows that the Supreme Court is vested by precedent with the authority to interpret the Constitution.	I U H	K2 K3	2 3 10			See goal 1. Also: (C) Jurisprudence (C) Law
12. The student knows rights and liberties referred to by particular Constitutional amendments, and ways these have been interpreted by past and current Supreme Courts.	U H	K2 K3	2 3 10			See goal 1. Also: (C) Jurisprudence (C) Law (C) Justice (C) Freedom
13. The student knows reasons why judicial interpretations of Constitutional provisions have varied over time.	I U H	K3 K5 K8	2 3 10			See goal 1. Also: (C) Jurisprudence (C) Law (C) Justice (C) Change

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8.7.2 National government						
1. The student knows principal elements of the National government (e.g., the Legislative, Executive and Judicial branches).	I U H	K1	3 10			(V) Knowledgeabilit (V) Democratic process (C) Government
2. The student knows the powers vested in the National government through Constitutional design or historical precedent.	I U H	K2 K3	2 3 10			See goal 1.

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8.7.2.1 Presidency						
1. The student knows the constitutional powers of the presidency: chief of state, chief executive, commander of armed forces, chief diplomat.	I U H	K2	2 3 10			(V) Knowledgeability (C) Leadership (C) Authority
2. The student knows non-constitutional powers of the presidency: chief of party, significant formulator of public opinion, emergency leader, "voice of the people".	I U H	K2 K3	2 3 10			See goal 1. Also: (C) Norms
3. The student knows the function of the President's Cabinet (i.e., an advisory staff which broadens the President's access to information).	I U H	K2 K3	3 7 10			See goal 1.
4. The student knows ways in which the Executive branch of the U.S. Government is constitutionally distinct from the legislative and judicial branches.	I U H	K2	2 3 10		8.6.1	See goal 1.
5. The student knows reasons for separation of the executive branch U.S. government from the legislative and judicial branches (i.e., reasons for the checks and balance system).	I U H	K3	2 3 10		8.6.1	See goal 1. Also: (C) Power
6. The student knows ways in which the non constitutional power of the presidency has increased significantly in recent years.	U H	K3	2 3 7 10		8.8	See goal 1.

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8.7.2.1 Presidency (Cont.)						
7. The student knows how transition or transfer of presidential authority is provided for in the constitution.	U H	K2	2 3		8.6.1	See goal 1.
8. The student knows the constitutional qualifications for, and requirements of candidates for Presidential and Vice-Presidential offices.	I U H	K2	3 10			See goal 1.
9. The student knows the constitutional procedure for removal of a president or vice-president from office.	I U H	K2	2 3 7			See goal 1.
10. The student knows ways in which the power of the Presidency is limited by the constitution and by public opinion.	I U H	K2 K3	2 3 10			See goal 1.
11. The student knows the departments, agencies, and commissions, under the direction of the President.	I U H	K2	2 3 10			See goal 1.
12. The student knows the significance of the appointive powers of the President.	I U H	K2 K3	2 3 10			See goal 1.
13. The student knows the influence upon the design of the presidential system of three historical factors: Greek democracy, struggle for freedom in Europe, (Renaissance, Reformation, Enlightenment) and the colonial period.	U H	K3 K5 K8	2 3		7.4.2.3 7.5.3 8.5.1 8.5.4	See goal 1.

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8.7.2.1 Presidency (Cont.)						
14. The student knows the influence upon the presidential system of the Roman form of representative democracy.	U H	K3 K5 K8	2 3		7.5.3.3 8.5.2	See goal 1.

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8.7.2.2 Congress						
1. The student knows that congress is the legislative (law making) branch of the U.S. government.	I U H	K2	3 10			(V) Knowledgeability (V) Democratic process (C) Law
2. The student knows that the Congress is a bicameral legislative body composed of the House of Representatives (representing the people by equalized apportionment) and the Senate, (representing the states equally).	I U H	K2	3 10			See goal 1.
3. The student knows ways in which the legislative branch of the federal government is constitutionally distinct from the Executive and Judicial branches.	I U H	K2 K5	3 10		8.6.1	See goal 1.
4. The student knows reasons for the separation of the Executive from the Legislative and Judicial branches in U.S. government (i.e., reasons for the checks and balance system).	U H	K3 K8	2 3		8.6.1	
5. The student knows the constitutional law-making procedures within Congress.	I U H	K2 K3	2 3 10			See goal 1.
6. The student knows the significance of the Congressional committee system in controlling the flow of legislation.	U H	K3 K8	2 3 10			See goal 1.

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8.7.2.2 Congress (Cont.)						
7. The student knows that the investigative powers of Congress are an aid in gathering data and in influencing and responding to public opinion.	U H	K2 K3	2 3 10			See goal 1. Also: (V) Freedom of inquiry (V) Adequacy (C) Decision-making
8. The student knows definitions of terms commonly used to describe elements in the legislative process (e.g., filibuster, subcommittee and bill).	I U H	K1 K2	3 10			See goal 1.
9. The student knows the constitutional principles upon which the legislator's terms of office is based.	U H	K2	3 10			See goal 1.
10. The student knows limiting qualifications of candidates for legislative positions in the Senate and House of Representatives.	U H	K3 K9	3 10			See goal 1.
11. The student knows the relationship between party affiliation of Congessional members and the control of the legislative process.	I U H	K6 K7	2 3 10			See goal 1.
12. The student knows the constitutional and organizational relationship of the House of Representatives to the Senate.	I U H	K2 K3	3 10			See goal 1.

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8.7.2.2 Congress (Cont.)						
13. The student knows the implications of the seniority system for determining assignments and for passage of legislation in Congress.	I U H	K2 K3 K7	2 3 10			See goal 1.
14. The student knows areas of Congressional supremacy among the branches of government as specified in the Constitution.	I U H	K2	3 10			See goal 1.
15. The student knows that the two-party system in the U.S. affects the political basis for the organization of Congress.	I U H	K3	2 3 10			See goal 1.
16. The student knows the implications of outside factors which place limitations upon the legislative function (e.g., Constitution, time, financing, public opinion).	U H	K2 K3 K8	2 3 7 10			See goal 1.
17. The student knows types of information needed by members or committees of Congress as a basis for decisions about the existing or proposed federal agencies and programs (e.g., on existing agencies and programs, data on costs, operation, outcomes: cost-benefit analyses; on proposed programs, feasibility studies, impact statements, projections of costs and benefits of alternatives).	U H	K2 K3 K5	2 3 10			See goal 1. Also: (V) Adequacy (V) Inquiring (V) Communicating (C) Decision-making

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8.7.2.2 Congress (Cont.)						
18. The student knows organizations supplying members or committees of Congress with information needed for decisions about existing or proposed federal agencies and programs (e.g., paid staffs of individual Representatives and Senators, and of committees; private consulting firms; Congressional agencies such as GAO).	U H	K1 K2 K3	2 3 10		11.1.3	See goal 1.
19. The student knows ways in which a Representative's or Senator's time is likely to be scheduled while Congress is in session (e.g., Congressional Committee meetings; social engagements; floor sessions; meetings with staff, lobbyists, visiting constituents, etc.).	U H	K2 K3	2 7 10			See goal 1.
20. The student knows ways in which compromises or trade-offs are reached by various individuals or groups within the Congress as decisions are made about various types of bills and resolutions.	I U H	K3 K7	2 3 7 10		8.3.1 8.4.5	See goal 1. Also: (C) Compromise
21. The student knows informal norms, customs or traditions structuring interactions among Congressmen, and challenges presented to these norms by recently formed caucases or new trends in legislative behavior.	I U H	K2 K4 K7	2 3 7 10		7.4.2.15 8.8 9.7.3 10.5.3	See goal 1.

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8.7.2.3 Federal courts						
1. The student knows the historical origins of the U.S. legal system (e.g., Greek and Roman heritage, philosophy from the Age of Reason.	U H	K3 K6	2 3		7.5.3 8.5	(V) Knowledgeability (V) Cultural knowledge (C) Law (C) Jurisprudence
2. The student knows that types of federal courts are determined by area of jurisdiction.	U H	K2 K5	3			See goal 1.
3. The student knows the areas of jurisdiction of each type of federal court.	U H	K1 K2 K6	2 10			See goal 1.
4. The student knows the constitutional powers of the judicial branch that distinguish it from the executive and legislative branches of the federal government.	U H	K2 K5	3 10			See goal 1.
5. The student knows components of the federal appellate court system: district courts, circuit court of appeals, Supreme Court.	U H	K1 K3	3			See goal 1.
6. The student knows the general functions of each component in the federal appellate court system.	U H	K2 K7	3			See goal 1.
7. The student knows that the federal courts have unique power as final arbiter of the federal and state constitutions.	I U H	K2	2 3			See goal 1. Also: (C) Decision-making
8. The student knows the characteristics of common law and equity, criminal and civil law.	U H	K2 K3 K5	2 3 10			See goal 1.

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8.7.2.3 Federal courts (Cont.)						
9. The student knows the types of federal courts that hear special cases (military appeals, claims, customs, patent appeals).	U H	K1 K2 K3	2 3			See goal 1.
10. The student knows elements in the process of judicial review.	U H	K1 K2 K3	2 3 10			See goal 1.
11. The student knows ways in which the process of judicial review facilitates adaptation to social change.	U H	K3 K7	2 3			See goal 1. Also: (C) Social change
12. The student knows the function of the U.S. Attorney-General's Office (i.e., enforcement of Federal laws at both the state and national levels).	U H	K2 K3 K7	3 10			See goal 1.
13. The student knows that the Supreme Court deals with social, economic and political issues through judicial review.	U H	K3 K7	2 3			See goal 1.
14. The student knows factors which affect the Supreme Court's decision to hear a case which has been appealed from a lower court.	U H	K2 K3 K9	2 3 10			See goal 1.
15. The student knows that Supreme Court decisions tend to reflect current social and political norms rather than to forecast changes in social and political values.	U H	G2 K4 K7	2 3		7.4.2 8.3.1 8.3.2 8.3.3 8.7.1 8.8	See goal 1. Also: (C) Political culture (C) Conflict (C) Consensus (C) Change

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8.7.2.4 Administrative bureaucracy						
1. The student knows that the U.S. government is an increasingly complex bureaucratic structure.	I U H	G2 K3	3 7 10		7.4.2	(V) Knowledgeability (C) Government (C) Authority
2. The student knows that chief administrators of national government agencies are frequently appointed, rather than selected by election or civil service process.	I U H	K2 K3	3 7 10			See goal 1.
3. The student knows that appointed officials administer the law and advise the President of the United States.	U H	K2 K3	3 10			See goal 1.
4. The student knows that federal agencies are generally established and maintained by the executive and legislative branches of government.	U H	K2 K3	3 10			See goal 1.
5. The student knows the purposes and functions of the chief federal regulatory agencies and commissions.	U H	K1 K2 K7	3 10			See goal 1. Also: (C) Interdependence (C) Social control
6. The student knows that the federal government establishes commissions, both temporary and permanent, to aid it in establishing directions for activity.	I U H	K2 K3 K7	3 10			See goal 1.

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8.7.2.4 Administrative bureaucracy (Cont.)						
7. The student knows that proliferation of rules and regulations from the higher levels to the lower levels of administrative bureaucracy have encouraged inflexibility and unadaptability to change.	U H	K2 K3 K4	2 3 7 10			See goal 1.
8. The student knows why the political activity of civil service personnel within the federal bureaucracy is limited by law.	U H	K2 K3	3			See goal 1. Also: (C) Freedom
9. The student knows that most functional governmental decisions are made by non-elective civil service government employees (e.g., day-by-day bureaucratic decisions).	U H	K3	2 3 7 10			See goal 1.
10. The student knows names and general functions of departments within the executive branch, and major sub-divisions of each.	U H	K1 K2 K3 K7	2 10			See goal 1.
11. The student knows persisting and/or current issues regarding the structure, functions, or behavior of federal administrative bureaucracies (e.g., effectiveness, efficiency, or propriety of existing procedures for staffing, funding operating, monitoring agencies, competing interests and roles of federal, state and local bureaucracies; public accountability vs. security).	U H	K3	7 10		7.4.2.15 8.8	See goal 1. Also: (V) Efficiency (V) Social responsibility (V) Freedom of inquiry (C) Security

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8.7.2.5 Political parties						
1. The student knows that the two major parties in the U.S. include representation of almost all groups within the society.	P I U H	K3 K5	2 3			(V) Knowledgeability (V) Democratic process (V) Participating (C) Political culture
2. The student knows that there are a number of minor parties in the U.S. in addition to the two major parties.	P I U H	K3	3 10			See goal 1.
3. The student knows the roles that third forces and third parties have played in the American political system.	U H	K3 K7 K8	2 3 10			See goal 1.
4. The student knows that the major functions of political parties include: to organize opinion and facilitate unified action in order to influence public and governmental decisions.	I U H	K2 K3 K7	3 10		10.5.2.3 10.5.3.4 10.6.3.5	See goal 1. Also: (C) Social organization (C) Decision-making
5. The student knows the distinguishing characteristics of American political parties.	I U H	K3 K5	2 3 10			See goal 1.
6. The student knows the key factors and figures that have influenced the origin and evolution of American political parties.	I U H	K1 K4 K6 K8	2 3		6.4.6 6.4.7 7.4.2	See goal 1.
7. The student knows definitions and connotations of significant political terms: liberal, conservative, right wing, left wing, radical, etc.	I U H	K1 K2 K6	3 10		1.1.3 2.7.2 3.1.1 3.1.4	See goal 1. Also: (V) Literacy (V) Clarity (C) Ideology

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8.7.2.5 Political parties (Cont.)						
8. The student knows the components of party organization and how they are integrated to form a cohesive, viable force.	I U H	K2 K3 K7	3 10		10.5.2.3	See goal 1.
9. The student knows that the effectiveness of a political party is affected by the amount of interest taken in it by its national leader (the president) or leaders.	I U H	G2 K8	2 3 10			See goal 1. Also: (C) Leadership
10. The student knows the various methods of choosing party convention delegates (e.g., close primary popularity primary, state convention, caucus).	I U H	K2 K5	3 10			See goal 1.
11. The student knows that national political party conventions nominate candidates, write a party platform, and attempt to present a united front to others.	I U H	K2 K7	3 10			See goal 1.
12. The student knows ways in which political parties raise and manage money to maintain themselves and mount campaigns (e.g., sources of financial support; investment and budgeting practices).	I U H	K2 K7	2 3 7 10			See goal 1.
13. The student knows ways that social change may be reflected or guided by the nature or behavior of party leadership, or by changes in a party's internal organization.	U H	K4 K7 K8	3 7 10			See goal 1. Also: (C) Social change

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8.7.2.6 Public opinion and voting behavior						
1. The student knows that voting is the key mechanism in resolving conflict and effecting consensus in a democratic society.	P I U H	K2 K7	3 10			(V) Knowledgeability (V) Voting (V) Democratic process (C) Citizenship
2. The student knows that a voter, by exercising his political rights, has the power to influence the outcome of an election on issues or candidates.	P I U H	K2	2 3 10			See goal 1. Also: (V) Participating (V) Policy making (C) Decision-making
3. The student knows that the variety of eligibility requirements--local, state and constitutional--determine who may vote on what, when, and where.	I U H	K2	2 3 7 10			See goal 1. Also: (C) Law
4. The student knows ways by which voting eligibility requirements have been broadened through time.	I U H	G1 K3 K4	2 3			See goal 1.
5. The student knows options that are available in voter registration (i.e., membership in a political party or registration as an independent).	I U H	K3	2 10			See goal 1.
6. The student knows factors which may influence an individual's voting behavior (e.g., income, age, sex, group identification, family, place of residence, level of education, personal philosophy).	P I U H	K3 K4 K5	1 2 3			See goal 1.

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8.7.2.6 Public opinion and voting behavior (Cont.)						
7. The student knows how the regular schedules for elections throughout the U.S. compare with different forms of voting schedules in other nations (e.g., elections held at times of apparent need or crisis).	I U H	K3 K5	2 3		8.6	See goal 1.
8. The student knows that a primary is a preliminary election in which the electorate selects party candidates and delegates.	I U H	K2	3 10			See goal 1.
9. The student knows the various meanings of the term "public opinion".	I U H	K1 K2	3 10			See goal 1.
10. The student knows the two major dimensions of public opinion (e.g., its direction and its intensity).	U H	K3	3			See goal 1.
11. The student knows that influences on public opinion can be classified into three areas: 1) informal controls, 2) institutions, 3) mass media.	I U H	K2 K5	2 3 10		10.5.3.4	See goal 1. Also: (C) Social control (C) Mass media (C) Institution
12. The student knows that public opinion can force or support governmental oppression of groups in a society.	U H	G2 K4	2 3 10			See goal 1. Also: (V) Insight
13. The student knows ways in which public opinion can effect societal change.	I U H	K7	3 10		7.42 8.7.2.7 10.5.5	See goal 1. Also: (C) Social change (C) Government

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8.7.2.6 Public opinion and voting behavior (Cont.)						
14. The student knows that protests and demonstrations have potential to influence public opinion.	I U H	G2 K7	2 3 10		7.4.2.15 9.7.1 10.5.3.4	See goal 1. Also: (V) Dissenting (C) Mass society
15. The student knows that public figures are a factor in influencing public opinion.	I U H	K3 K7 K8	2 3 10		10.5.3.4	See goal 1. Also: (C) Leadership (C) Mass society (C) Mass media
16. The student knows how consensus of public opinion functions in a democratic state to reduce conflicts and destructive behavior.	U H	K7 K8	3		8.3.2 9.7.1 10.5.3.3	See goal 1. Also: (C) Consensus (C) Conflict (C) Social control
17. The student knows that individual and group lobbying are methods for presenting public opinions to governing bodies.	I U H	K2 K7	2 3 7 10		8.7.2.7 8.7.3.5	See goal 1.
18. The student knows how public opinion polls are administered and interpreted.	I U H	K2 K7	3		2.1.4 3.2.2 8.2.5 11.1.3	See goal 1. Also: (V) Research
19. The student knows that public opinion polls can be both a reflection of and an affector of public opinion.	I U H	K3 K7	2 3 10			See goal 1.

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8.7.2.6 Public opinion and voting behavior (Conc.)						
20. The student knows ways in which results of polls and analyses of recent voting patterns may influence campaign strategies (e.g., campaign staff or consultant firm may tailor a candidate's approach, appearance, promotional materials, etc. to appeal to indicated interests and preferences of statistically promising portions of the electorate, or to potential financial supporters).	U H	K3 K4 K8	3			See goal 1.
21. The student reasons why the ability to project the "right" public image in a mass media has become a significant criteria for selection by parties of potential candidates for national office (e.g., voters seem to be influenced more by personal style than by voting records, etc.).	I U H	K3 K4 K8 K9	3 10		2.7.2 3.1.4 10.5.3.4	See goal 1.
22. The student knows ways in which people or groups with access to mass media are able to influence the opinions and voting behavior of the American electorate.	I U H	K3 K7 K8	2 3 7 10		1.1.3 3.1.4 10.5.3.4	See goal 1. Also: (C) Mass media (C) Mass society (C) Power (C) Communication
23. The student knows ways that patterns of voting behavior are discovered and analyzed (e.g., data sources, statistical procedures used to correlate percentages of turnouts, with weather, issues, previous turnouts, demographic variables; abstract patterns of voter responses to various candidates, issues on a ballot).	U H	K2 K7	4 5		3.2.2	See goal 1. Also: (V) Inquiring (V) Research (V) Cultural knowledge

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8.7.2.6 Public opinion and voting behavior (Cont.)						
24. The student knows statistics revealing significant patterns in the voting behavior of American citizens (e.g., patterns in particular elections or types of elections; trends--changes in patterns-- over recent years).	U H	K3 K4 K5	1 2 6 7			See goal 1. Also: (V) Inquiring (V) Research (V) Cultural knowledge
25. The student knows reasons why the relationship of voters to candidates is--in a very real sense--the relationship of employers to job applicants: a) elective offices are positions of delegated authority and responsibility for defined areas of the work done by an organization on behalf of its investors (i.e., taxpayer-voters); b) office holders are elected--and in most cases paid wages--as the agents of their constituents in decisions and actions that fall within their specified area of work; c) elections provide voters with periodic opportunities to evaluate office-holders' job performance, to assess qualifications of new candidates (applicants), and to determine which applicants are hired or rehired to fill available positions.	I U H	K3 K7 K8	3 10	1	5.5.4 11.	See goal 1.

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8.7.2.6 Public opinion and voting behavior (Cont.)						
26. The student knows requirements for informed, responsible voter decisions about candidates who would best serve their interests in particular public offices, including access to adequate, accurate, relevant information about: a) the office as a job; b) the candidates as job applicants.	I U H	K9	3 10			See goal 1. Also: (V) Adequacy (V) Accuracy (V) Relevance (V) Inquiring (V) Access to resources (C) Decision-making
27. The student knows types of information needed about a public office, as bases for voter evaluation of candidates' job performance or qualifications, including: a) the specific nature of the job: types of work involved, conditions under which it must be accomplished; area and extent of responsibility-authority assigned; lines of accountability to and for other positions, departments, agencies; b) the knowledge, skills, and personal characteristics required to do the job competently and effectively under actual working conditions.	I U H	K9	3 10			See goal 1. Also: (V) Adequacy (V) Accuracy (V) Relevance (V) Inquiring (V) Judgment (V) Discrimination (C) Decision-making

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8.7.2.6 Public opinion and voting behavior (Cont.)						
28. The student knows types of information needed about candidates as bases for reliable predictions and judgments about their behavior or effectiveness if elected, including: a) formal qualifications of each: educational and occupational backgrounds, their areas of specialized knowledge, skills, experience, etc.; b) personal commitments relevant to the nature of the job: professed goals, priorities, value positions, etc.; significant social, occupational, political, financial affiliations; c) their personal characteristics and capabilities--intellectual, emotional, physical--relevant to the nature and demands of the job (e.g., each's integrity, competence, stamina, sensitivity in dealing with the types of interpersonal, intergroup, and organizational problems to be faced on the job); d) patterns of past behavior in relevant jobs or situations, revealed in formal records of their actions, decisions in previously held offices, and/or in comparable positions within other organizations.	I U H	K9	3 10	1	1.1.3 2.2 2.6.2 11.	See goal 1. Also: (V) Predicting (V) Adequacy (V) Accuracy (V) Relevance (V) Inquiring (V) Freedom of inquiry (V) Objectivity (V) Judgment (V) Discrimination (C) Decision-making

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8.7.2.6 Public opinion and voting behavior (Cont.)						
29. The student knows factors limiting the adequacy, accuracy or relevance of communications (information) upon which modern voters must base choices among candidates, including: a) size and mobility of urbanized populations, with consequent reliance on mass communication and infrequent, ritualized contact with candidates; on impressions rather than the on-going personal acquaintance and involvement that may guide members of small, stable communities in selecting their representatives; b) norms, traditions, expectations determining the range, content and style of campaign rhetoric, of campaign news coverage, of the questions put to candidates and their spokesman, of the answers that are considered acceptable, etc.	I U H	K3 K6 K8	7 10		2.2 2.7.2 3.1.1 3.1.4 6.3.7 10.5.3.4 10.6.3.5	See goal 1. Also: (V) Adequacy (C) Mass society (C) Mass media (C) Communication (C) Choice (C) Decision-making
30. The student knows sources of accurate, relevant descriptive information about offices and candidates for particular elections, and ways voters may obtain such materials.	I U H	K2 K3 K6	6 7 10	5		See goal 1. Also: (V) Inquiring (V) Adequacy (V) Objectivity (V) Knowledge of resources (V) Access to resources

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8.7.2.7 Pressure groups						
1. The student knows meanings of the term "pressure group" (e.g., interest group having or seeking privileged status; lobby; political movement or action group).	I U H	K1 K2	3		8.4.2 8.4.5	(V) Knowledgeability (V) Democratic process (V) Participating (V) Social morality (V) Social sensitivity
2. The student knows purposes for which pressure groups may form, including: a) to protect or improve economic security of people in a particular region, occupation, age or ethnic group, etc.; b) to seek reforms advocated by people of like political ideology; c) to arouse public, legislative or bureaucratic support for a shared position on a particular issue.	I U H	K3 K7 K8	3 10			See goal 1.
3. The student knows ways in which pressure groups influence legislative decisions about bills, appropriations, domestic or foreign policy, etc., including: a) financially backing parties, candidates; b) endorsing or promoting candidates; c) lobbying during and between legislative sessions: testifying at hearings, meeting legislators socially, etc.; d) organizing letter writing, telegramming, etc. to legislators from constituents.	I U H	K3 K7 K8	2 3 7 10		8.7.2.2	See goal 1. Also: (V) Communicating (C) Law (C) Power

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8.7.2.7 Pressure groups (Cont.)						
4. The student knows ways in which pressure groups influence decisions and actions of administrative and regulatory agencies, commissions, bureaus, etc., including: a) promoting appointments of sympathetic persons to positions of responsibility within agencies; b) investigating or monitoring agency activities, publicizing findings.	I U H	K3 K7 K8	2 3 7 10		8.7.2.4	See goal 1. Also: (V) Communicating (V) Inquiring (V) Freedom of inquiry
5. The student knows ways in which pressure groups influence public opinion on issues of concern to members, including: a) commercial advertizing in mass media; b) publishing their own newsletters, magazines, etc.; c) mass mailings; d) public demonstrations; e) getting printed and televised news coverage of events, personalities, etc.; f) influencing editorial and programming policies of networks, newspaper syndicates, local stations and papers, etc.; g) creating economic pressure: strikes, price hikes, etc.	I U H	K3 K7 K8	2 3 7 10		1.1.3 3.1.4 8.7.2.6 9.7.1 10.5.3.4	See goal 1. Also: (V) Communicating (V) Inquiring (V) Freedom of inquiry (V) Social responsibility (C) Mass society (C) Mass media
6. The student knows ways in which pressure groups influence or utilize court proceedings of various levels and types, including: a) initiating test cases; b) filing class action suits; c) maintaining a legal staff, or hiring attorneys to represent particular clients; d) promoting candidates for appointment or election to judiciary.	I U H	K3 K7 K8	2 3 7 10			See goal 1. Also: (V) Social responsibility (C) Law (C) Justice (C) Jurisprudence

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8.7.2.7 Pressure groups (Cont.)						
7. The student knows that interest groups lobby for executive, legislative and judicial decisions at federal, state and local levels.	I U H	G2 K3 K7	2 3 10			See goal 1.
8. The student knows that different interest groups exert conflicting pressures on many contemporary issues faced by legislators, administrators, judges, and voters.	I U H	K3	2 3 10		1.1.3 7.4.2.15 8.3.1 8.8	See goal 1. Also: (C) Conflict
9. The student knows factors that may affect the degree of pressure an interest group is able to exert on political decision-making, including: a) socio-economic status of its leaders; b) size of membership; c) efficiency of its organizational structure and management; d) financial resources or economic alternatives at its command; e) degree to which members are committed to the group, its goals or action plans; f) competing pressures.	I U H	K3 K7 K8	2 3			See goal 1.
10. The student knows names, objectives, and activities of pressure groups involved in particular contemporary issues or movements (e.g., groups on either side of environmental issues, women's rights amendment).	I U H	K1 K3 K7	7 10		1.1.3 5.8 6.4.3 7.4.2.15 7.4.3	See goal 1.

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8.7.2.7 Pressure groups (Cont.)						
11. The student knows major differences in political allegiances within or among particular social strata, educational levels, religions, age groups or ethnic groups in American society.	I U H	K3 K5	2 3		6.4.6 6.4.7 10.6.1 10.6.3.5	See goal 1.
12. The student knows that urban, suburban, and rural populations have varying political priorities and interests, often represented by lobbies operating at the federal level (e.g., representatives of urban governments press for federal programs, appropriations aimed at urban problems).	I U H	K3 K5 K7	2 3 10		6.3.7 6.4.6 8.7.3.6	
13. The student knows ways in which local governments, school districts, etc. lobby for federal programs that might relieve their financial crises or improve their services (e.g., lobbying by officials of individual governments, districts governor, a mayor, a school superintendent, etc.; organization of associations and councils-council of Great City Schools, etc.).	I U H	K3 K7	2 3			See goal 1.

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8.7.2.7 Pressure groups (Cont.)						
14. The student knows reasons why the membership of pressure groups (special interest groups, organized lobbies, etc.) is often bi-partisan (e.g., to gain power or support from both or either of national parties; because the interest common to members crosses party lines).	I U H	K3 K8	3 10			See goal 1.
15. The student knows that many organizations which are not primarily political (e.g., professional associations, recreational interest organizations, labor unions, organized religions) do have means of exerting political pressure on matters affecting members' key interests: political action committees, staff lobbyists, ties with other groups, etc.	I U H	K3 K7	2 3 7 10			See goal 1.
16. The student knows legal restrictions on the activities of pressure groups, agencies charged with administering or enforcing them, and situations leading to passage of such legislation at state or federal levels (e.g., Campaign Spending Act, Financial Disclosure Act).	I U H	K1 K2 K3 K4	2 3 7 10		7.4.2	See goal 1.
17. The student knows legal principles, political norms, and ethical beliefs underlying varying judgements about the propriety of a pressure group's goals, strategies or behavior.	I U H	G1 K2 K3 K8	3 7 10		1.1.3	See goal 1.

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8.7.3 State and local governments						
1. The student knows principal elements of state government (e.g.,the Legislative, Executive and Judicial branches).	I U H	K1 K3	3 10			(V) Knowledgeabilit (V) Democratic process
2. The student knows the powers vested in the state governments through the state and Federal Constitutions or historical precedent.	I U H	K2 K7	3 10			See goal 1.

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8.7.3.1 Units of government (See also: 6.4.6 Political patterns in the U.S.)						
1. The student knows that the most common division of state government units is into counties, districts, towns and cities.	I U H	K2	3 10			(V) Knowledgeability (C) Government
2. The student knows the principal functions of state government units (e.g., counties enforce state laws and administer state and federal programs).	I U H	K2 K7	3 10			See goal 1.
3. The student knows that the various units of state government serve primarily as agents of the state (i.e., they exercise power given to them by the state).	I U H	K2	2 3 10			See goal 1.
4. The student knows that units of state government show great variance in structure, size, power and relation to one another.	I U H	K3 K5	2 3			See goal 1.
5. The student knows factors which have contributed to the historical trend of state domination of local governments (e.g., formation of inter-governmental administrative units and centralization to eliminate duplication of services).	U H	K2 K3 K4	2 3 7 10			See goal 1.
6. The student knows meanings of the term "home rule" as it is applied to the authority of county governments.	U H	K1 K2	3 7 10			See goal 1.

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8.7.3.1 Units of government (Cont.)						
7. The student knows factors that may have led to the establishment of "home-rule" for county governments.	U H	K3 K4 K8	2 3 7 10			See goal 1.
8. The student knows why regional administration of services is more efficient than county administration in some areas.	U H	K3 K8	2 3 10			See goal 1.
9. The student knows ways in which local governments interact with agencies of the federal government.	U H	K2 K7	3		8.7.1 8.7.2.4 8.7.2.7	See goal 1.
10. The student knows ways in which functions of the federal government affect local governments (e.g., administration of revenue sharing, programs, implementation of social legislation).	U H	K2 K7 K8	2 3 10		7.4.2.15 8.7.1 8.7.2.3 8.7.2.4	See goal 1.
11. The student knows ways in which state bureaucratic support units are utilized by city and county governments.	U H	K2 K7	3			See goal 1.
12. The student knows the basic organizational structure of his or her state's government.	P I U H	K2 K6	3 10			See goal 1.

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8.7.3.2 State executive						
1. The student knows that the executive branch of state government may be led by one or more of the following: Governor, Lieutenant Governor, Secretary of State, Secretary of Treasury, and Attorney General.	I U H	K1 K2	3 10			(V) Knowledgeability (C) Government
2. The student knows that the governor is the chief state executive.	P I U H	K2	3 10			See goal 1.
3. The student knows that the state Governor is the only executive with the authority to veto a bill originating in the legislature.	I U H	K2	3 10			See goal 1.
4. The student knows that state executive branch recommends laws for passage to the state legislature.	I U H	K2	3 10			See goal 1.
5. The student knows that state executives are responsible for implementing the laws created by the state legislature.	I U H	K2	3 10			See goal 1.
6. The student knows duties of major officials in the executive branch of his or her state's government.	I U H	K2 K3	3 10			See goal 1.
7. The student knows qualifications for offices in the executive branch of his or her state's government.	I U H	K2	3 10		8.7.2.6	See goal 1.

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8.7.3.3 State legislatures						
1. The student knows that the state legislature is responsible to the people for its actions.	I U,H	G1 K2 K3	3 10			(V) Knowledgeability (V) Democratic process (C) Law
2. The student knows that State legislatures have functions similar to those of Congress.	I U H	K3	3 10		8.7.2.2	See goal 1.
3. The student knows the lawmaking processes on the state level (e.g., legislative processes, court decisions, initiative processes).	I U H	K2 K5 K7	3 10			See goal 1.
4. The student knows how committee action operates in the legislative process at state as well as national level.	I U H	K2 K7	3 7 10		8.7.2.2	See goal 1.
5. The student knows that each house of the legislature makes its own rules and guidelines for functioning.	I U H	K3 K7	3 10			See goal 1.
6. The student knows rules and procedures which are followed by the state legislature.	I U H	K2	3 10			See goal 1.
7. The student knows that the processes of initiative and referendum enable citizens to have a direct influence upon legislation.	I U H	K2 K7	2 3 10			See goal 1. Also: (V) Participating (V) Voting (C) Citizenship

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8.7.3.3 State legislatures(Cont.)						
8. The student knows meanings of the terms unicameral and bicameral as they are used to refer to state legislative systems.	I U H	K1 K2	3 10			See goal 1.
9. The student knows that state legislative action takes place under unicameral and bicameral systems.	I U H	K2	3			See goal 1.
10. The student knows that all states, with the exception of Nebraska, have bicameral legislatures.	H	K2	3 10			See goal 1.
11. The student knows that apportionment of population is the basis for the composition of state legislatures.	I U H	G1 K2 K6	3		6.4.6	
12. The student knows the qualifications necessary for membership in the state legislature.	I U H	G1 K2 K9	3 10		8.7.2.6	See goal 1.
13. The student knows what powers the legislature was given by the State Constitution.	I U H	G1 K2 K7	3 10			See goal 1.
14. The student knows that state legislatures have sole responsibility for the levy of state taxes.	U H	G1 K2 K7	2 10		5.5.4.4	See goal 1.
15. The student knows that the state legislature is responsible for appropriating state money.	I U H	G1 K2 K7	3 10		5.5.4.2 5.5.4.5	See goal 1.

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8.7.3.3 State legislatures (Cont.)						
16. The student knows the function of each house in the state legislature.	I U H	K2 K7	3 10			See goal 1.
17. The student knows that the state legislature is responsible for maintaining equal representation throughout the state.	I U H	G1 K2 K7	3 7 10			See goal 1. Also: (V) Equality (V) Voting
18. The student knows that state legislatures create agencies to carry out the tasks of government.	I U H	G1 K2 K7	3 10		8.7.3.2	See goal 1.

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8.7.3.4 State courts						
1. The student knows the functions of state judiciary systems (e.g., to hear civil cases between private parties and state or local government parties; to determine guilt or innocence of individuals under state law; to interpret the state constitution).	I U H	G1 K2 K7	3			(V) Knowledgeability (V) Democratic process (V) Knowledge of resources (V) Justice (C) Law (C) Jurisprudence (C) Justice (C) Government
2. The student knows relationships of a state's judiciary system to its Department of Justice or Attorney General's Office, and to federal law enforcement agencies.	I U H	G1 K2 K6 K7	3		8.7.2.4 8.7.3.2	See goal 1.
3. The student knows relationships of a state's judiciary system to the Federal Judiciary System.	I U H	G1 K2 K6 K7	3		8.7.1 8.7.2.3	See goal 1.
4. The student knows bases for state court rulings, including: federal and state constitutions, state laws as interpreted or applied in previous rulings (e.g., legal precedent, case law).	I U H	G1 K2 K7	3			See goal 1.
5. The student knows roles of judges, juries, attorneys and court officials (recorder, bailiff, etc.) and parties (plaintiff, defendant) in various types of courts within a state judiciary system.	I U H	G1 K1 K2 K7	3 10			See goal 1.

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8.7.3.4 State courts (Cont.)						
6. The student knows the basic structure of a state court system (e.g., courts operating at municipal, county or district, state levels; jurisdiction of each).	I U H	G1 K2 K5 K6	3 10			See goal 1.
7. The student knows meanings of terms identifying types, functions, or proceedings of State Court (e.g., courts of origin, courts of record, appellate courts; limited and unlimited jurisdiction; civil, criminal courts; arraignment, hearing, trial, conference).	I U H	K1 K2	3 10			See goal 1.
8. The student knows criteria that determine which type of court will process a particular case.	I U H	G1 K9	3 10			See goal 1.
9. The student knows steps in the processing of adult criminal cases of various kinds (e.g., misdemeanor, felony) from apprehension to sentencing or other disposition, and agencies involved in each (e.g., state, county, or city police; Grand Jury; Probation Department).	I U H	G1 K2 K7	3 10		10.6.4.2.1 10.7.1.1	See goal 1.
10. The student knows types of cases processed by Juvenile and/or Domestic Courts, and ways in which cases may be brought before them.	I U H	G1 K2 K5	3 10		10.6.4.2.2 10.6.4.3.3 10.7.1.4	See goal 1.

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8.7.3.4 State courts (Cont.)						
11. The student knows steps involved in processing juvenile offenses of various kinds, agencies involved and alternatives available for disposition of cases.	I U H	G1 K1 K3 K7	3 10		10.6.4.2.2 10.7.1.4	See goal 1.
12. The student knows juvenile rights and responsibilities under Constitutional, state and local law, as currently interpreted by relevant courts.	I U H	G1 K2 K3 K9	3 7 10			See goal 1. Also: (V) Social responsibility (V) Social rights
13. The student knows issues, cases and rulings involved in recent changes in state court interpretations of the legal status, rights and responsibilities of juveniles.	I U H	G1 K1 K3 K4	3 7 10		7.4.2.15 8.8	See goal 1.
14. The student knows types of civil cases processed by various courts in a judiciary system, and ways in which cases or lawsuits may be brought before them (e.g., equity, probate, small claims).	I U H	G1 K2 K5	3 10			See goal 1.
15. The student knows circumstances under which lower court rulings may be appealed to higher courts in the state judicial system.	I U H	G1 K2 K9	3 10			See goal 1.
16. The student knows circumstances under which state court rulings may be appealed to federal court.	I U H	G1 K2 K9	3 10			See goal 1.

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8.7.3.4 State courts (Cont.)						
17. The student knows operational problems characteristic of state court systems in recent years (e.g., under-staffed, inadequate facilities for hearing cases, for detention and correction; case backlogs, with delays in due process, increase in out-of-court settlements, plea-bargaining, etc.; difficulty of getting legislative, executive, or voter approval needed to expand operating budgets, build new facilities).	I U H	K3	3 7 10		1.1.3 5.8.3 7.4.2.15 8.8 10.6.4	See goal 1.
18. The student knows proposals for re-organization or reform of state court systems advanced by various groups.	I U H	K3	3 7 10		1.1.3 8.8	See goal 1.
19. The student is able to analyze problems, issues or potential solutions relating to the organization, financing, operation or staffing of state court systems.	I U H	P43	7		1.1.3 2.6.3 5.5.4 5.8 10.6.4 10.7.1.1 10.7.1.4	See goal 1.

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8.7.3.5 State parties and interest groups						
1. The student knows that state party organizations and their local sub-divisions are the basic components of national political parties.	I U H	K2 K3	3 10			(V) Knowledgeability (V) Democratic process (V) Participating
2. The student knows that party powers, forms of organization, activities, etc. differ somewhat from state to state, according to variations in state law, and in the political cultures of regions and communities.	I U H	K3 K5 K6	3			See goal 1.
3. The student knows ways in which a party's organization and activities in a state are affected by: a) federal law; b) state law; c) party regulations, by-laws, etc.; d) regional or community norms and traditions.	I U H	K3 K5 K8	3 10			See goal 1.
4. The student knows legal requirements which an interest group must meet in order to acquire or maintain "party" status in his or her state.	I U H	K2 K9	3 10			See goal 1.
5. The student knows functions of state and local party organizations in the contemporary American political system (e.g., support mechanisms assuring continuity, supply of political role occupants: selection, training and advancement of leaders, etc.; transmission of locally-gathered funds, locally-significant problems, issues to national level).	I U H	K2 K7	3 10			See goal 1. Also: (C) Political system (C) Leadership

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8.7.3.5 State parties and interest groups (Cont.)						
6. The student knows functions of state and local party organizations in the lives of 19th and early 20th century immigrant groups, and the party policies and practices involved.	I U H	K2 K3 K7	2 3		6.4.7 7.4.2.8 7.4.2.9 7.4.3	See goal 1. Also: (C) Acculturation (C) Assimilation (C) Mobility
7. The student knows the basic organizational structure of major parties operating in his or her state.	I U H	K3	3 10			See goal 1.
8. The student knows state political parties may be classified on the basis of how they share state offices (e.g., two-party, modified two-party, one-party).	U H	K2 K5	3 10			See goal 1.
9. The student knows a group's interest in state or local politics may be anything which people have in common that makes them definable as a group, or affected as a group by the outcomes of state and local decision-making (e.g., socio-economic status, ethnic background, age, sex, occupation, political affiliation or ideology, place of work or residence, investments, stance on a particular issue).	I U H	K3 K9	3 10		8.4.5	See goal 1. Also: (C) Group
10. The student knows similarities and differences in the resources, strategies, etc. characterizing interest groups' roles in a) national and b) state or local politics.	I U H	K2 K3 K5	3 10		8.7.2.7	See goal 1.

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3.7.3.5 State parties and interest groups (Cont.)						
11. The student knows interest groups involved in particular issues or decisions occurring in state or local politics, and ways in which their interests were or are being brought to the attention of decision-makers (e.g., public interest groups, lobbies, voting blocs).	I U H	K1 K3 K7	3 7 10		1.1.3 6.4.3.4 6.4.2 6.4.3 7.3 8.7.3.6	See goal 1.
12. The student knows ways in which the activities or goals of state and local parties and interest groups may be affected by national trends in party dominance.	I U H	K3 K4 K8	3 7 10		8.7.2.5 10.5.5 10.6.3.5	See goal 1. Also: (C) Change (C) Leadership

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8.7.3.6 Urban government (See also: 5.8.5 Regional and urban economics; 6.3.7 Urban geography; 10.6.4.3.5 Urban problems)						
1. The student knows that the most common forms of urban government are the mayor-council charter, the commission charter, and the council-manager charter.	U H	K1 K5	3 10			(V) Knowledgeability (V) Democratic process (C) Government
2. The student knows that the mayor-council charter is the oldest and most predominant form of urban government.	U H	K3	2			See goal 1.
3. The student knows characteristics of mayor-council chartered governments (e.g., a great variance in the size of municipalities and methods of selecting council members; predominance of the unicameral form).	U H	K2 K3	2 3 10			See goal 1.
4. The student knows that the method of selection of council members in a municipal government is an important factor in determining how power is distributed.	U H	K3 K8	3 7 10			See goal 1.
5. The student knows distinctions between "weak" and "strong" mayor-council systems.	U H	K5	3 10			See goal 1.
6. The student knows characteristics of commission charter governments (e.g., all governing powers are in the hands of five executive-legislators, one designated as the mayor).	U H	K2 K3	3 10			See goal 1.

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8.7.3.6 Urban government (Cont.)						
7. The student knows that the commission charter form is sometimes less effective than other forms because it lacks a single, responsible administrative head.	U H	G2 K3	2 3 10			See goal 1.
8. The student knows that the commission charter form was most common in the early 1900's and has declined in popularity since that time.	U H	K3 K4	2 3 7 10			See goal 1.
9. The student knows characteristics of the council-manager form of municipal government (e.g., a professional rather than elected administrator, council members generally elected on a non-partisan basis).	U H	K2 K3	3 10			See goal 1.
10. The student knows that the council-manager form was introduced by government reformers in the early 1900's.	U H	K3	2			See goal 1.
11. The student knows that council-manager governments tend to exhibit a unification of power due to the functioning of the hired professional administrator.	U H	K3	3			See goal 1.
12. The student knows that the council-manager form is most frequently supported by upper-class or middle-class voters.	U H	K3	1 2 3			See goal 1.
13. The student knows that there is a great variance in procedures of municipal elections.	U H	K3	3 7 10			See goal 1.

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8.7.3.6 Urban government (Cont.)						
14. The student knows that local pressure groups tend to exert a more constant and direct influence on city government than on state and federal governments.	U H	G2 K5 K6	2 3 7 10		6.4.1 8.7.2.7 8.7.3.5	See goal 1. Also: (C) Community
15. The student knows the motivations and characteristics of various types of pressure groups, including "problem" groups, "good government" or "reform" groups, and associations or unions.	U H	K3 K5	3 10		1.1.2 1.1.3 8.4.5 8.7.2.7	See goal 1.
16. The student knows that the interest configuration in an urban area tends to be similar to that of the national electorate.	U H	G2 K5 K6	3		8.7.2.6	See goal 1.
17. The student knows principal problems of current municipal governments (e.g., the need for city services has expanded while tax base has declined; conflicting interests with a multitude of other local and regional governmental units; divided executive authority, splintered or non-competitive political parties; and lack of executive authority over city agencies and other units of government).	U H	K3	7 10		8.8	See goal 1. Also: (C) Urbanization (C) Mobility

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8.7.3.6 Urban government (Cont.)						
18. The student knows advantages and disadvantages of various possible options for reform of municipal government (e.g., transformation to county as the major unit of government, annexation of government units around the city, city-county consolidation, or a "federated" metropolis).	U H	K3 K8	2 3 7 10		1.1.3	See goal 1.
19. The student knows types of public services for which urban or municipal governments are financially or administratively responsible.	P I U H	G1 K5 K7	3 10		5.5.4.2 8.7.3.1 11.1.2	See goal 1. Also: (V) Social responsibility (C) Social needs (C) Community
20. The student knows names and functions of municipal agencies providing public services in cities or urban areas under study.	P I U H	K1 K3 K7	3 10		5.5.4.2 6.4.1 10.7.1.4	See goal 1.
21. The student knows sources of revenue or funding for urban governments or municipal services (e.g., local property taxes, state and federal taxes channeled back to cities through revenue-sharing, grants, special programs; municipal bonds).	P I U H	G1 K3 K7	3 7 10		5.5.4.2 5.5.4.3 5.5.4.4 5.10.4	See goal 1.
22. The student knows examples of federal or state programs currently proposed or underway to supplement the budgets or services of municipal governments.	I U H	K2 K3	3 7 10		8.8	See goal 1. Also: (V) Knowledge of resources

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8.7.3.6 Urban government (Cont.)						
23. The student knows agencies or departments of a municipal government likely to be involved in long-range urban planning, and ways in which they may interact with private consulting firms, interest groups, other government agencies, etc. in planning processes.	I U H	K1 K3 K7	7 10	1	6.4.2 10.7.1.3 11.1.3	See goal 1. Also: (V) Planning (V) Policy making (V) Participating (V) Cooperating (C) Compromise
24. The student knows issues confronting urban planners in cities or urban areas under study, and the interest groups, government agencies, etc. involved.	I U H	K3	3 7 10		1.1.3 2.6.3 8.8	See goal 1. Also: (V) Problem-solving (V) Cooperating
25. The student knows ways in which citizens or residents of an urban area may influence urban planning decisions (e.g., channels such as neighborhood associations, advisory councils, political parties; activities such as voting, circulating petitions, attending or speaking at hearings; legal action).	I U H	K3 K7	10	5		See goal 1. Also: (V) Participating (V) Inquiring (V) Dissenting (V) Assenting (V) Voting (V) Social responsibility (V) Access to resources (C) Citizenship

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8.8 American political problems and issues (See also: 1.1 Value clarification skills; 5.8 Economics of public issues; 7.4.2.15 Era of domestic dissent and change)						
1. The student knows that a political problem is a real situation which citizens, groups, etc. find threatening or unsatisfactory, and about which political decisions may or must be made (e.g., problems with the government or its operation; social or economic problems affected by government regulation; problems for which legislative solutions are advocated or policy changes sought).	I U H	K2 K3	3		2.6.3 8.3 8.4.2	(V) Inquiring (V) Knowledgeability (V) Social sensitivity (V) Problem-solving (V) Policy making (C) Conflict (C) Decision making
2. The student knows that an issue is an idea that focuses or influences political decision-making: the point around which people with differing value positions are in conflict.	I U H	K2 K3	3		1.1.3	See goal 1.
3. The student knows ways in which issues create problems, and problems create issues.	I U H	K3	3			See goal 1.
4. The student knows types of problems intrinsic to political systems (e.g., disparity between norm and behavior; conflicts among interest groups).	I U H	K3 K8	3 7		4.3.5.4 8.3 8.4 10.6.3.5	See goal 1. Also: (C) Political system

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8.8 American political problems and issues (Cont.)						
5. The student knows problems, and related issues, which are intrinsic to American forms of government (e.g. federal-state-local government relations; legislative-administrative-judicial relations).	I U H	K3 K8	7 10		8.6.1 8.7.1 8.7.2 8.7.3	See goal 1. Also: (C) Government (C) Power
6. The student knows American social problems, and related issues, which are currently affecting or affected by political processes and decisions.	I U H	K3 K4	7 10		10.6.4	See goal 1.
7. The student knows current political problems, and related issues, regarding the future well-being or stability of American, or world populations.	I U H	K3	7 10		6.4.3 6.4.5 6.4.7 8.9	See goal 1. Also: (V) Predicting (V) Adapting (V) Maintenance of resources (V) Respect for life
8. The student knows the location of principal sources of information relating to a given issue or problem (e.g., federal agency, county library, state department).	I U H	K2 K6	6 10		1.1.3 2.1.2	See goal 1. Also: (V) Knowledge of resources (V) Access to resources (V) Adequacy
9. The student knows current laws and social customs which affect the status of a given issue or problem.	I U H	G1 K2 K8	7 10		1.1.3 10.6.3	See goal 1.
10. The student knows which governmental branches, agencies, departments, commissions or leaders are responsible for implementation of policy regarding particular issues or problems.	I U H	G1 K1 K2 K7	7 10		8.7.2.4 8.7.3.2	See goal 1. Also: (C) Government

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8.8 American political problems and issues (Cont.)						
11. The student knows historical precedents which have led to current governmental policies regarding a particular issue.	I U H	G1 K4 K8	2 3 10		7.4.2 7.4.3	See goal 1. Also: (C) Law (C) Political culture (C) Institution
12. The student knows channels through which particular policies or practices may be confronted or changed.	I U H	K7	3 10	5	2.6.3 8.7.3 8.7.4	See goal 1. Also: (C) Political system (C) Citizenship
13. The student knows arguments advanced by various individuals or groups in relation to a given controversial issue (e.g., the arguments for and against abortion; the pros and cons of a guaranteed annual wage).	I U H	K3	7 10		1.1.3	See goal 1. Also: (C) Values
14. The student knows factors which may affect an individual's opinion about a particular issue or problem (e.g., socio-economic status, sex, age, related personal experience).	I U H	K3 K6 K8	3 7 10	5	2.7.2 8.4.5 9.7 10.5.3	See goal 1. Also: (V) Insight (V) Self-knowledge (V) Empathy
15. The student is able to analyze his or her beliefs, attitudes, and experiences related to current issues and problems.	I U H	P43 P64	7 9 10	5	1.1.1	See goal 1. Also: (V) Self-knowledge (V) Rationality (V) Integrity
16. The student is able to use basic concepts of political science as a framework for organizing or interpreting information about American issues and problems.	I U H	P63	6 7 10	5	1.1.3 8.3 8.4	See goal 1. Also: (V) Resourcefulness (V) Adequacy (V) Judgment

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8.8 American political problems and issues (Cont.)						
17. The student is able to use an appropriate model for systematic analysis of controversial issues and solutions advocated.	I U H	P62 P63	5 6 7 10	5	1.1.3 2.6.2 2.6.3 5.8	See goal 1. Also: (V) Resourcefulness (V) Adequacy (V) Relevance (V) Discrimination (V) Judgment

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.9 International relations (See also: 6.4.5 Global alliances and conflicts)						
1. The student knows that the term "international relations" may refer to contacts and communications among national governments, businesses, media, and private individuals and groups.	I U H	K1 K2	3			(V) Knowledgeability (V) Cultural knowledge (C) Communication (C) Interdependence
2. The student knows ways that international relations affect the lives of "common people" in all parts of the 20th century world.	I U H	K3 K6 K8	3 7			See goal 1. Also: (V) Insight (V) Social concern

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8.9.1 Factors in international relations						
1. The student knows that factors in international relations include: security, sovereignty, nationalism, war and ideological and economic objectives.	U H	K2 K3	3		1.2.2	(V) Knowledgeability (C) Security (C) Sovereignty (C) Ideology (C) Economy
2. The student knows that an essential and traditional function of government is to protect a society and its territory from invasion or interference by other peoples.	I U H	K3 K7	3		4.3.5.4 6.3.9 8.5 10.6.3.5	(V) Knowledgeability (C) Government (C) Security (C) Social needs (C) Independence
3. The student knows distinctions between "domestic" or "internal" security and "national" security (e.g., defense of a system against disintegration or disruption from within vs. defense against threats posed by other systems).	I U H	K1 K2 K5	3			(V) Knowledgeability (C) Security
4. The student knows ways in which the concepts of security and sovereignty are inter-related (e.g., a society's security is conventionally based on its government's sovereignty within territorial boundaries, as acknowledged by other governments, and its own people).	U H	K2 K3	3		8.3.1 8.3.2 8.4.1	(V) Knowledgeability (C) Security (C) Sovereignty (C) Government (C) Authority

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.9.1 Factors in international relations (Cont.)						
5. The student knows various interpretations of the concept of national sovereignty (e.g., right and authority of each nation to manage territory and affairs independently, through internal decision-making; final jurisdiction within boundaries claimed and defended, or set by agreement with other nations; tradition or principle structuring power relationships among governments).	I U H	K2 K3	3		8.5.2 8.5.3 8.5.4 8.5.5	(V) Knowledgeability (C) Sovereignty (C) Authority (C) Power (C) Independence (C) Citizenship
6. The student knows ways in which the principle of national sovereignty affects structures and functions of international organizations, and of international law.	U H	G1 K6 K7	3		8.9.2 8.9.3	(V) Knowledgeability (C) Sovereignty (C) Law
7. The student knows that nationalism, whether defined as a type of ideology, a socio-political movement, a pattern of collective behavior, etc. usually involves: loyalty and commitment to the values and traditions of a nation or people seeking nationhood; assertion of a peoples' right to have or extend territorial sovereignty, to command the respect, fear, or obedience of other peoples, to occupy ancestral land.	I U H	K1 K3	3 7		7.4.3 7.6.2	(V) Knowledgeability (V) Cultural knowledge (V) Cultural heritage (C) Nationalism (C) Sovereignty (C) Consensus (C) Independence

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.9.1 Factors in international relations (Cont.)						
8. The student knows political behavior characteristic of nationalistic nation-states (e.g., conservative foreign policies, internal possession of natural resources, primary loyalty of citizens to nation, wars of conquest or expansion).	U H	K3	2 3 7		6.4.5 7.5.3	(V) Knowledgeability (C) Political culture (C) Nationalism
9. The student knows political behavior characteristic of nationalistic movements in societies emerging from or threatened with foreign political domination.	U H	K3 K4 K6	2 3 7		6.4.5 7.5.3.6 7.5.3.7	(V) Knowledgeability (C) Nationalism
10. The student knows political and economic conditions associated with the development of nationalism in various countries or cultures.	U H	K3 K4 K6	2 3 7		4.3.4.1.4 5.3.2 5.6.4 6.4.5 7.5.3 8.5	(V) Knowledgeability (C) Nationalism
11. The student knows ways in which nationalism in various countries or cultures affects structures and function of international agencies, law, diplomacy, or economics.	U H	K3 K4 K6 K7	2 3 7		5.5.5 5.6.4 8.9.2 8.9.3	(V) Knowledgeability (C) Interdependence (C) Power (C) Law (C) Economy
12. The student knows factors which have historically led to war between or among nations (e.g., competition for territory, resources, economic or political supremacy; religious or ideological conflicts; treaty obligations; domestic unrest).	U H	K3 K4 K8	2 3 7		6.4.5 7.5.3 8.3.1 8.3.2 8.3.3	(V) Knowledgeability (C) Conflict

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.9.1 Factors in international relations (Cont.)						
13. The student knows usual political outcomes of wars between or among nations (e.g., re-drawn boundaries, changed governments; new balance of power, treaty arrangements, reparations).	U H	K3 K8	2 3 7		5.7.2.3 6.4.5 7.5.3 10.6.4.3.1	(V) Knowledgeability (C) Conflict (C) Change
14. The student knows various interpretations of war as a factor in international relations (e.g., collapse or failure of international relations vs. move or tactic employed in international relations).	U H	K2 K3	3 7 8		8.5	(V) Knowledgeability (C) Conflict
15. The student knows ways in which civil (internal) war may affect a nation's role in international affairs.	U H	K3 K8	2 3 7		7.5.3	(V) Knowledgeability (C) Revolution (C) Power
16. The student knows ways in which wars between or among dominant nations affect relationships among smaller, less powerful, or dependent nations.	U H	K3 K8	2 3 7		5.5.5 5.7.2.3 6.4.5	(V) Knowledgeability (V) Insight (C) Conflict (C) Interdependence
17. The student knows ways in which wars between or among non-dominant nations may affect policies and relationships of other nations.	U H	K3 K8	2 3 7		5.5.5 5.7.2.3 6.4.5	(V) Knowledgeability (V) Insight (C) Conflict (C) Interdependence
18. The student knows international rules or conventions covering the declaration and conduct of warfare in various forms, circumstances under which they are likely to be observed.	I U H	G1 K2 K7 K9	2 3 7		8.9.2	(V) Knowledgeability (V) Social responsibility (C) Law (C) Institution (C) Morality

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.9.1 Factors in international relations (Cont.)						
19. The student knows ways in which the development of nuclear technology and arsenals by the "great powers" has affected trends in international politics (e.g., proliferation of alliances; increased diplomatic intervention of great powers in disputes among non-nuclear nations to which they are militarily committed; détente as more attractive alternative than mutual annihilation).	U H	K3 K4 K6	2 3 7		6.4.5	(V) Knowledgeability (C) Interdependence (C) Power (C) Community (C) Equilibrium (C) Security (C) Compromise
20. The student knows that ideological objectives, as factors in international relations, are objectives to which nations are committed by their dominant values and beliefs; commitments involving national honor, morality, etc., as defined by the religious or political doctrines to which a people or a form of government bear allegiance.	I U H	K2 K3	3		1.1.3 4.3.5.3 8.4.6 10.6.3.5	(V) Knowledgeability (C) Ideology (C) Goals (C) Consensus (C) Political culture (C) Values
21. The student knows that relations among national governments are structured in part by their various ideological objectives; i.e. by policies, alliances, and actions designed to uphold, export or impose on other nations certain social institutions or the beliefs supporting them; to overcome the "forces of evil" embodied in opposing beliefs, forms of government, etc.	I U H	K3 K7 K8	2 3 7			(V) Knowledgeability (C) Ideology

8. Political science
8.9 International relations

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.9.1 Factors in international relations (Cont.)						
22. The student knows that the significance of ideological objectives as determinants of foreign policy vary from nation to nation and from circumstance to circumstance (e.g., nations struggling for survival will form alliances, accept aid, etc. on basis of expediency).	I U H	K3 K5 K6	2 3 7		6.4.5	(V) Knowledgeability (V) Insight (C) Ideology
23. The student knows that relations among nations are still profoundly influenced by culturally-inherited beliefs, prejudices, traditions, etc., that are far older than the political theories ("isms") by which their modern forms of government are labeled; (e.g., by religious, racial, territorial issues and conflicts that have gone on for centuries).	I U H	G2 K3 K4 K8	3 7			(V) Knowledgeability (V) Insight (C) Ideology (C) Institution (C) Culture
24. The student knows ways in which a nation's <u>past</u> experiences--internal and external--may affect the judgments and decisions of its <u>modern</u> government regarding foreign policies, alliances, military activities, etc.	I U H	K4 K8	2 3		4.3.1.1 7.4.1	(V) Knowledgeability (V) Insight (C) Ideology (C) Culture (C) Political culture
25. The student knows examples of foreign policies or activities designed by a particular government to change the domestic policies, leadership, governmental structure, or political beliefs of another nation, and contexts in which such objectives assumed priority.	I U H	K3 K6	2 3 7		7.4.2 7.5.3	(V) Knowledgeability (V) Cultural knowledge (V) Insight (V) Objectivity (C) Conflict (C) Revolution

8. Political science
8.9 International relations

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.9.1 Factors in international relations (Cont.)						
26. The student knows ways in which foreign and domestic policies may be influenced by decision-makers' perception of other nations' ideological objectives.	I U H	K3 K8	2 3 7		1.1.2 1.1.3 2.7.2 7.4.2 7.5.3	(V) Knowledgeability (V) Insight (V) Adequacy (C) Decision making (C) Communication
27. The student knows that international relations are structured in part by economic interests and objectives (e.g., determination of peoples, leaders, elites, etc. to gain, maintain, or extend control of limited sources and means of production, to increase wealth).	I U H	K3 K7 K8	2 3 7		5.3 5.7.2 6.3.5 6.4.5	(V) Knowledgeability (V) Access to resources (V) Productivity (V) Stability (C) Scarcity (C) Economy (C) Conflict
28. The student knows ways in which a nation's economic objectives may conflict with its ideological objectives in the formulation or implementation of foreign policy.	I U H	K3	2 3 7		1.1.3 8.8	(V) Knowledgeability (V) Insight (C) Political culture (C) Conflict (C) Ideology (C) Economy
29. The student knows factors affecting the nature and strength of a nation's economic objectives (e.g., financial stability of national government: stability of its currency on international market; level of technological development; geographic characteristics; demand for natural resources within its borders and who controls them; domestic demand for foreign resources, severity of internal economic problems).	I U H	K3 K8	3		1.1.3 5.7.2	(V) Knowledgeability (V) Insight (C) Economy (C) Stability

8. Political science
8.9 International relations

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.9.1 Factors in international relations (Cont.)						
30. The student knows examples of economic objectives pursued in the foreign policies, activities, etc. of highly-industrialized nations.	I U H	K3	2 3		5.7.2.3 6.4.5	(V) Knowledgeability (V) Insight
31. The student knows economic objectives characteristic of nations whose domestic resources (labor, raw materials, etc.) have been or are still being controlled by foreign governments or corporations, or whose industrial development depends on foreign capital.	I U H	K3	2 3		5.6.4 5.7.2.3 6.4.5	(V) Knowledgeability (V) Insight
32. The student knows ways in which relations among national governments are affected by the policies and practices of multi - or supra-national corporations.	I U H	K3 K7 K8	1 2 3		5.5 5.7.2.2 5.7.2.3	(V) Knowledgeability (V) Insight (C) Interdependence (C) Industrialization (C) Market
33. The student knows policies or actions taken by various national governments to regulate or control the effects of foreign or international economics on their own national economics. (e.g., nationalization of foreign-owned industries, protective tariffs, formation of economic alliances).	I U H	K1 K2 K3 K7	2 7		5.6.4 5.7.2.3 6.4.5 8.9.2	(V) Knowledgeability (V) Insight (C) Sovereignty (C) Independence

8. Political science
8.9 International relations

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.9.1 Factors in international relations (Cont.)						
34. The student knows policies or actions taken by various national governments to alter the economic policies of other nations in directions more favorable to their own economic interests.	I U H	K1 K2 K3 K7	2 7		5.5.5 5.7.2.3 6.4.5 7.5.3 8.9.2	(V) Knowledgeabilit (V) Insight
35. The student knows problems involved in attempts to regulate or control the policies and actions of multi-national corporations.	I U H	K3	3 7 10		5.7 6.4.5	(V) Knowledgeabilit (V) Insight (V) Social responsibility (V) Social morality (C) Power

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8. Political science
8.9 International relations

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.9.2 Methods in international relations						
1. The student knows principal methods in international relations (e.g., balance of power, economic sanctions, diplomacy, international law).	U H	K2 K7	3 10			(V) Knowledgeability (V) Problem-solving (V) Peace (C) Conflict
2. The student knows that the most common methods used to stabilize international conflict involve alliances of nations, and formation of a balance of power among them.	U H	K2 K3 K7	2 3		6.4.5 8.3.1	See goal 1. Also: (C) Stability (C) Compromise (C) Equilibrium (C) Power
3. The student knows basic concepts and premises of balance of power theory.	H	G1 K2 K3	3 7			See goal 1. Also: (C) Power (C) Equilibrium
4. The student knows reasons why a balance of power policy precludes a world-wide, representative resolution of conflict (e.g., tends to encourage competition among national power blocs).	U H	K3	3		8.3.1	See goal 1. Also: (C) Power (C) Equilibrium
5. The student knows the functions characteristically performed by nations within a power bloc.	H	K3 K7	2 3		6.4.5	See goal 1. Also: (C) Power
6. The student knows examples of ways in which nations have collectively maintained their power.	U H	K3 K7	2 3		6.4.5 7.4.2 7.5.3	See goal 1. Also: (C) Stability (C) Cohesion-integration
7. The student knows factors which tend to debilitate balance of power alliances (e.g., internal, external pressures).	U H	K3 K6 K7	2 3		6.4.5	See goal 1. Also: (C) Equilibrium (C) Disorganization (C) Change

8. Political science
8.9 International relations

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.9.2 Methods in international relations (Cont.)						
8. The student knows problems encountered by attempts to maintain a rigid balance of power over a period of time.	U H	K3	2 3 7		7.5.3	See goal 1. Also: (V) Adapting (C) Change (C) Disorganization (C) Stability
9. The student knows factors which tend to facilitate balance of power alliances (e.g., common goals and interests; locational factors).	H	K3 K6 K7	2 3		5.1.2 5.3.4 6.1.1 6.5.3	See goal 1. Also: (C) Cohesion-integration (C) Comparative advantage (C) Political culture
10. The student knows the terms used by nations to designate economic sanctions (e.g., tariffs, quotas, trade agreements).	U H	K1 K3	3		5.8.3	See goal 1. Also: (V) Economy
11. The student knows national interests and objectives motivating use of economic sanctions in international relations.	U H	K3 K7 K8	2 3		8.9.1	See goal 1.
12. The student knows ways in which the "Law of Comparative Advantage" is represented in international trade.	H	G1 K2 K7	2 3		5.1.2 5.3.4 5.5.5 5.8.3 6.3.4	See goal 1. Also: (C) Comparative advantage
13. The student knows principles upon which the "Law of Comparative Advantage" is based.	H	G1 K3	3		5.1.2	See goal 1. Also: (C) Scarcity (C) Economy

8. Political science
8.9 International relations

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.9.2 Methods in international relations (Cont.)						
14. The student knows ways in which the effects of trade agreements, quotas, etc. on world economic and political conditions may vary from the effects anticipated by those implementing the sanctions.	U H	K3 K4 K5	2 3		2.2.4 5.8.3 6.4.3 6.4.5 7.5.3	See goal 1. Also: (V) Predicting (V) Planning (V) Adequacy (C) Decision making
15. The student knows ways in which the formulation or implementation of economic policies by governments is currently affected by the growth of supra-national or multi-national corporate structures.	U H	K3 K6 K7 K8	1 2 3 7		5.3.4 5.5.1 5.5.5 5.7.1.1 5.7.2.2 5.8.3 6.4.5	See goal 1. Also: (C) Economic system (C) Political system (C) Interdependence
16. The student knows that international competition for scarce economic resources is aggravated by the needs of rapidly increasing world population and increasing industrialization.	U H	K3 K4 K8	3		5.5.2 5.7.2.2 6.3.5 6.4.3 6.4.5 7.5.3.7	See goal 1. Also: (C) Social needs (C) Population (C) Growth (C) Industrialization
17. The student knows examples of international agreements that regulate the use or exploitation of high demand resources.	H	K2 K3	3		8.8 8.9.3	See goal 1. Also: (V) Maintenance of resources (V) Preservation of resources
18. The student knows that diplomacy and international law represent attempts to find alternatives to disputes and conflicts among countries; i.e. means by which nations may attack their mutual problems, rather than each other.	I U H	K2 K7	2 3			See goal 1. Also: (V) Law (V) Communicating (C) Law

8. Political science
8.9 International relations

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.9.2 Methods in international relations (Cont.)						
19. The student knows that the mechanisms of international law and diplomacy are specialized to deal with categories of problems that can or do occur among any nations.	I U H	K2 K7	3			See goal 1. Also: (C) Institution (C) Communication
20. The student knows long-range goals of international law and diplomacy (e.g., peaceful relations among nations, economic exchange, based on co-operation, compromise; conflict management).	I U H	K3	3			See goal 1. Also: (V) Security (V) Stability (V) Justice
21. The student knows that treaties, pacts, international commissions, etc. are the recognized products of diplomacy.	I U H	K2 K8				See goal 1. Also: (V) Policy making (C) Law (C) Institution
22. The student knows factors affecting the willingness of nations to co-operate in establishing international law (e.g., area to be regulated: less co-operation likely on areas of immediate economic, political concern, where vital interests are threatened or perceived as threatened).	I U H	K3 K8	2 3 7			See goal 1. Also: (C) Cooperation (C) Compromise
23. The student knows powers and limitations characteristic of international tribunals (e.g., ruling is only effective if nations agree to decisions).	H	K2 K3	2 3 7		8.9.1 8.9.3	See goal 1. Also: (C) Law (C) Jurisprudence (C) Justice

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8.9 International relations

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.9.2 Methods in international relations (Cont.)						
24. The student knows the connotations of the word "peace" as it is used by diplomats and political leaders.	H	K1 K3 K6	3 8		1.1.3 2.7.2 3.1.4	See goal 1.
25. The student knows international situations traditionally characterized as failures of diplomacy (e.g., stalemates, use of force, misunderstanding, miscalculation).	U H	K3	2 3 7			See goal 1.
26. The student knows theories regarding the co-ordinated use of economic policy, military operations, international mass media, etc. as tools of international diplomacy, rather than as separate aspects of international relations.	U H	G2 K7	3 7			See goal 1. Also: (C) Communication
27. The student knows principal conflicts shaping the development of modern U.S. foreign policy (e.g., isolationism vs. imperialism).	U H	K3 K4 K8	2 3 7 10		7.4.2	See goal 1. Also: (C) Political culture (C) Ideology (C) Change
28. The student knows implications of the lag between: a) diplomacy-international law, and b) the technological advancement in weaponry.	U H	K3 K4 K8	3 7		5.7.2.2 6.4.5 8.8	See goal 1. Also: (V) Respect for life (V) Security, collective (C) Change

8. Political science
8.9 International relations

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.9.2 Methods in international relations (Cont.)						
29. The student knows ways in which environmental concerns and issues are affecting international diplomatic activities and the development of international law.	I U H	K3 K4 K8	3 10		6.4.3 6.4.5 8.8	See goal 1. Also: (V) Coping with environment (V) Preservation of resources (V) Respect for life (V) Planning (V) Policy making
30. The student knows nations, policies, and issues historically involved in the development of particular forms of diplomacy, or particular types of international law.	U H	K1 K3 K4	2		7.5.3 7.6.2	See goal 1. Also: (V) Cultural knowledge (V) Law (V) Communicating
31. The student knows aspects of international relations currently covered by international law (e.g., conduct of warfare, maritime traffic and navigation) and agencies involved in enforcing or administering such regulations.	U H	G1 K3	2 3		8.9.1	See goal 1. Also: (V) Cooperating (V) Law

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8.9 International relations

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.9.3 International organizations						
1. The student knows that international organizations vary in structure, in functions, in goals, in their influence on member nations, and in their power or influence among the whole community of nations.	I U H	G2 K3 K5	1 2 3			(V) Knowledgeability (V) Cultural knowledge (C) Community
2. The student knows purposes for which nations may establish or join an international organization (e.g., establish diplomatic and legal mechanisms for prevention, resolution of particular types of disputes; consolidate power for protection or advancement of mutual economic, ideological, military interests; coordinate planning and regulation of natural resources, by region or by level of technological development).	I U H	K3 K7	1 2 3		6.4.5 8.9.1	See goal 1. Also: (C) Stability (C) Cohesion-integration (C) Cooperation
3. The student knows the stages of development in establishing and maintaining viable international organizations (e.g., strengths and limitations of current and past organizations and historical foundations of their development).	I U H	K4	1 2 3		7.5.3	See goal 1.
4. The student knows ways in which international organizations aid in the management of disputes and conflicts among their members (e.g., through discussion, compromise and written agreements).	I U H	K2 K7	1 2 3		8.3.1	See goal 1. Also: (C) Conflict (C) Compromise

8. Political science
8.9 International relations

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.9.3 International organizations (Cont.)						
5. The student knows characteristics (e.g., member nations, structure, goals, procedures) of various organizations formed as military-political alliances or mutual defense pacts, and ways in which they influence policies of member and non-member nations (e.g., NATO, OAS, UAR).	I U H	K1 K3 K7	1 2		6.4.5	See goal 1.
6. The student knows characteristics of various organizations formed to consolidate or co-ordinate economic interests of member nations (e.g., European Common Market, OPEC).	I U H	K1 K3 K7	1 2		5.5.5 5.8.3 6.4.5	See goal 1.
7. The student knows characteristics of various organizations formed to provide diplomatic or legal machinery for the management and resolution of particular types of disputes among nations (e.g., international commissions, regulatory agencies).	I U H	K1 K3 K7	1 2			See goal 1.
8. The student knows characteristics of various international organizations formed to provide for intercultural exchange of ideas, information, humane services, arts, etc. (e.g., International Red Cross, International Olympic Committee).	I U H	K1 K3 K7	1 2			See goal 1.

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8.9 International relations

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.9.3 International organizations (Cont.)						
9. The student knows that the United Nations is the most comprehensive of international organizations formed, in terms of its membership, and in terms of the services or functions for which it is structured (i.e., it is designed to provide diplomatic and legal channels, and agencies for the management or resolution of problems in many areas of international relations).	I U H	G2 K3 K7	1 2 3			See goal 1.
10. The student knows principal goals, powers and functions of the United Nations, as embodied in its charter.	I U H	K3 K7	2 3			See goal 1.
11. The student knows the basic organizational structure of the United Nations (e.g., names and composition of major units, lines of authority or responsibility).	I U H	K3 K7	2 3			See goal 1.
12. The student knows formal conditions of membership in the United Nations (e.g., requirements for acceptance, obligations incurred).	I U H	K3 K9	2			See goal 1.
13. The student knows organizational principles and practical considerations underlying the overall design of the United Nations (e.g., reasons for differentiation of General Assembly, Security Council, Secretariat).	I U H	G1 K3	2 3			See goal 1.

8. Political science
8.9 International relations

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.9.3 International organizations (Cont.)						
14. The student knows organizational principles and practical considerations underlying the structure, rules, and delegated functions of particular components of the United Nations (e.g., use of confederacy model, with sovereignty, equality of all member governments in General Assembly votes; reasons for composition, veto power provision of Security Council; basis for structure and functions of Secretariat International Court).	U H	G1 K3	2 3			See goal 1.
15. The student knows ways in which voting rules in the Security Council affect the resolution of international conflicts.	U H	K2 K3 K8	3			See goal 1.
16. The student knows procedures or mechanisms available for implementing change in United Nations structural organization, procedural rules, etc., as contained in its charter.	U H	K2 K7	2 3			See goal 1.
17. The student knows ways in which the goals, structure, rules or procedures of the United Nations differ from those of its antecedents (e.g., League of Nations).	U H	K2 K5	2		7.5.3.7	See goal 1.

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8. Political science
8.9 International relations

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
8.9.3 International organizations (Cont.)						
18. The student knows that despite formal commitments or obligations incurred by virtue of their U.N. membership, countries must see it in their own self-interest to honor those commitments if the U.N. is to remain viable or to achieve its goals.	U H	G2 K9	3 7			See goal 1. Also: (V) Peace (V) Security (V) Stability (V) Unity of purpose (C) Law (C) Cooperation
19. The student knows contributions made or roles played by the U.N., its officials or agencies, in attempts to resolve particular international crises or disputes.	I U H	K3 K7	2			See goal 1. Also: (V) Peace

9. Psychology
9.1 General psychology

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.1.1 What is psychology?						
1. The student knows that there is a science called psychology which studies how humans (and some other organisms) learn, think, feel, and behave.	P I	K2	3			(V) Inquiring (V) Research
2. The student knows that some psychologists specialize in doing research, some specialize in helping people solve their personal problems, etc.	P I	K3 K5	3	1		
3. The student knows that psychology is the scientific study of the internal and external behavior of organisms (i.e. psychologists use empirical principles and procedures to the extent possible, to confirm, refute, detail, expand on cultural beliefs about human nature and behavior).	U H	K2 K3	3			
4. The student knows practical and ethical problems involved in psychological inquiry (e.g., difficulty of isolating separately-measurable characteristics, defining them accurately, clearly; difficulty of generalizing findings across cultures or across species, of recognizing and controlling for variables; moral-ethical-legal limits on experimentation with human subjects).	U H	K3	3 4		2.2 2.5 3.2.2	(V) Complexity (V) Diversity

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9. Psychology
9.1 General psychology

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.1.1 What is psychology? (Cont.)						
5. The student knows subjects, principles and methods of inquiry which psychology shares with other social, biological and physical sciences.	U H	K5 K10	3 4		2.2	
6. The student knows reasons why theories, research procedures, findings, and applications of findings in psychology are often subjects of public and academic controversy.	U H	K3	3			

9. Psychology
9.1 General Psychology

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.1.2 History of psychology						
1. The student knows studies in philosophy, natural sciences, medicine, etc. from which psychology emerged as a modern discipline in 19th century Europe and America.	U H	K2 K4 K6	2 4 12		7.5.3 8.5.3.3 8.5.4 10.2	(V) Cultural knowledge (V) Cultural skills (V) Inquiring
2. The student knows stresses and problems of industrial and post-industrial (mass) society which shaped the development and uses of psychology as a science.	U H	K4 K6 K8	2 4 12		5.2.2 5.3.3 7.5.3.6 10.6.4	See goal 1. Also: (V) Relevance (C) Mass society
3. The student knows that early schools in psychology included Structuralism (Wundt), Functionalism (William Jones, John Dewey), Behaviorism (J.B. Watson), Gestalt (Kohler) and Psychoanalysis (Freud, Adler, Jung).	H	K1 K3	2 4			See goal 1.
4. The student knows characteristics of early Behaviorist work (e.g., study of human and animals discriminating responses).	H	K3	1 2 4		9.3 9.4	See goal 1. Also: (V) Experimentation (V) Research
5. The student knows contributions of Behaviorists such as Skinner, Hull, Guthrie, Woodworth, Thorndike to psychology and its current social applications (e.g., child-rearing, teaching, testing, therapy, corrections).	H	K1 K3 K4 K7	1 2 3 4		10.5.3.3 10.5.4 10.6.3.1 10.6.3.3 10.7.1.1	See goal 4. Also: (C) Socialization (C) Learning
6. The student knows major premises, propositions, aims and characteristics of Gestalt psychology.	H	K1 K2 K3	1 2 4			See goal 1. Also: (V) Unity (V) Complexity

9. Psychology
9.1 General Psychology

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.1.2 History of psychology (Cont.)						
7. The student knows major early and recent contributors to Gestalt theory and techniques, and ways their works have been received-used.	H	K1 K2 K4 K7	1 2 4			See goal 1.
8. The student knows major premises, propositions, aims and characteristics of Functionalism in psychology (e.g., pragmatic focus on workings of consciousness).	H	K1 K2 K3	1 2 4			See goal 1. Also: (C) Function
9. The student knows Functionalist contributions to the development of psychological theory, research, their past and current social applications (e.g., Dewey's influence on education).	H	K2 K4 K7				See goal 1.
10. The student knows major premises, aims, and propositions of Structuralist psychological theory and research (e.g., early attempts to identify and classify separate mental elements constituting consciousness; work of Piaget).	H	K2 K3 K4	1 2 4		9.5.2	See goal 1.
11. The student knows contributions of Structuralist theory and research to psychology and its social applications.	H	K2 K4 K7 K8	1 2 4		9.4 9.5 9.6	See goal 1.
12. The student knows that early psychoanalysis dealt with specific emotional disturbances in the context of a general model for the human psyche.	H	K3	2 3 4		9.6.5	See goal 1.

9. Psychology
9.1 General Psychology

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.1.2 History of psychology (Cont.)						
13. The student knows similarities and differences in models proposed and clinically used by pioneer psychoanalysts, including Freud, Jung, Adler.	H	K1 K2 K5	3 4			See goal 1.
14. The student knows features distinguishing the work of neo-Freudians (e.g., Karen Horney, Norman O. Brown).	H	K1 K3	3 4			See goal 1.
15. The student knows ways that Freudian and other psychoanalytic theories have influenced contemporary social institutions, norms, and processes.	H	K4 K7 K8				See goal 1. Also: (C) Social control
16. The student knows ways the development of Computer, System, Communication, and Information Sciences has contributed to theory and research in various fields of contemporary psychology.	H	K4 K7 K8	4 12			See goal 1.
17. The student knows current schools of thought in psychology, their leading advocates-practitioners, and aims, methods, products, etc. characterizing each.	H	K1 K2 K3	1 3 4			See goal 1.
18. The student is able to recognize historical, cultural or experimental factors which may limit the generalizability or contemporary validity of particular theories or approaches to psychological inquiry.	H	P22 P24 P43 K3	6			See goal 1. Also: (V) Judgment (V) Predictive validity (V) Adequacy for decision or action

9. Psychology
9.1 General psychology

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept / (V) Value Words
9.1.2 History of psychology (Cont.)						
19. The student knows leading contributors to the growing body of popular literature relating theory and findings of psychology's active schools or sub-disciplines to specific 20th-century crises (e.g., European fascism, dealt with in Bettelheim's The Empty Fortress, Fromm's Escape From Freedom, Frankl's Man's Search for Meaning) and/or to the solution of common categories of problems (e.g., works of Maslow, Rogers, Glasser, Berne, Harris).	H	K1 K3 K4	2 6	2	2.6.3 2.6.4 2.6.5 7.4.2.13 7.4.2.14 7.4.2.15 7.4.3 7.5.3.7	See goal 1.

9. Psychology
9.1 General psychology

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.1.3 Methods of inquiry (See also: 2.1.3 Observing behavior; 2.5 Using information to produce new information)						
1. The student knows that the basic scientific methods of psychological inquiry are experimentation, observation, and testing.	I U H	K2 K3	4		2.2	(V) Inquiring (V) Research (V) Experimentation
2. The student knows that the process of theory development includes four major elements: observation, statement of hypothesis, experimentation and interpretation of data, and theory statement.	U H	K2 K3 K7	4		2.2	
3. The student knows the meaning of the terms independent variable and dependent variable as they are used in experimentation.	I U H	K1 K2 K3	3 5		3.2.2	
4. The student knows that sources of psychological data include observation in natural settings, clinical case histories, psycho-biographies, and measurement instruments.	I U H	K2 K3 K6	3 4		3.2.2	
5. The student knows appropriate and inappropriate uses of various types of psychological testing instruments (e.g., standardized tests of aptitude, achievement, intelligence; personality inventories; projective tests; attitude questionnaires).	U H	K2 K3 K6 K7	4 6		3.2.2	(V) Judgment (V) Knowledgeabilit

9. Psychology
9.1 General psychology

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.1.3 Methods of inquiry (Cont.)						
6. The student knows the meanings of the terms validity and reliability as they relate to psychological testing instruments.	U H	K1 K2 K3	3		3.2.2	
7. The student knows standard statistical methods for analysis and display of psychological test data.	H	K2 K7	5 6		3.2.2	(V) Inquiring (V) Logic (V) Research
8. The student knows that in designing an experiment it is necessary to control or account for variables other than the one of interest to the experimenter.	I U H	G1 K7 K9	3 4			(V) Planning (V) Knowledgeability (V) Accuracy
9. The student knows that methods of controlling or accounting for variables in experimental design include control groups, establishment of baseline behavior, single and double randomizing, and statistical operations.	U H	K1 K2 K3 K7	4		3.2.2	
10. The student knows that careful observation of behavior is important for most psychological inquiries.	I U H	G2 K7	3 4			(V) Self-discipline (V) Inquiring

9. Psychology
9.1 General psychology

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.1.4 Subfields						
1. The student knows that the discipline of psychology includes a variety of subfields: physiological (brain and behavior); comparative-ethological (animal studies); experimental (dimensions of mind); developmental (growth and development); differential and clinical (personality and individual differences); social (group and cultural dynamics); educational (motivation, learning and measurement of learning).	H	K3 K5	3			(V) Cultural knowledge
2. The student knows that there is a great variety of careers in psychological and related fields that require different interests, aptitudes, types and degrees of training (See A.P.A. Bulletins).	H	K3 K6	3 9	3 4	11.	(V) Knowledge of resources
3. The student knows roles of professional, governmental, and educational organizations or agencies (e.g., American Psychological Association, universities, HEW, NIE) in funding, organizing and publicizing studies in various sub-fields of psychology.	U H	K1 K7	4	1		

9. Psychology
9.2 Brain and behavior (physiological psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.2.1 Basic assumptions						
1. The student knows the brain is one of the body's means for control or regulation of behavior.	P I U H	K3	1 3			
2. The student knows that different areas of the brain regulate different behaviors, but that complex behaviors are regulated by more than one region of the brain, and/or by other body systems.	I U H	K3 K5	1 3			
3. The student knows that the structure and function of the brain have evolved to meet the changing needs of the organism.	I U H	G2	3		4.2.4	(C) Evolution (C) Adaptation
4. The student knows evidence that suggests the degree to which the brain function is influenced by genetic heritage.	I U H	K3	1 3 4		4.2.1 4.2.4	
5. The student knows evidence which indicates that learning modifies brain structure and function.	I U H	K3	1 3 4			
6. The student knows that behaviors do not exist in isolation; i.e., behaviors are interdependent with each other, and are dependent upon antecedent conditions, not all of which are known.	I U H	G1 K3	3			(V) Complexity (C) Causality (C) Interdependence

9. Psychology
9.2 Brain and behavior (physiological psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.2.2 Basic equipment - nervous system						
1. The student knows that the nervous system functions as an information network (e.g., it receives, selects, chemically codes and transmits messages from internal and external environment; processes messages received, directs output via nerve channels to appropriate parts of body).	P I U H	K3	1 3		2.1.1	(V) Self-knowledge
2. The student knows contributions of other sciences (e.g., biology, medicine, communication sciences) and of particular researchers or theorists to modern understanding of the structure and functions of the nervous system.	I U H	K3 K4 K6	2 4	1		(V) Working (V) Sharing (V) Cooperating
3. The student knows structural and functional characteristics of neurons (nerve cells) (e.g., basic unit of nervous system; receive and conduct impulses biochemically; role of enzymes in transfer of impulses).	P I U H	K3	1 3			
4. The student knows characteristics of a reflex arc (i.e. simplest stimulus-response: 1. an afferent neuron which carries a message from a receptor; 2. an inter neuron in the spinal column; and 3. an efferent neuron which carries a message from the spinal column to an effector such as a muscle).	U H	K3	1 3			

9. Psychology
9.2 Brain and behavior (physiological psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.2.2 Basic equipment - nervous system (Cont.)						
5. The student knows structural and functional characteristics of central (brain and spinal) and peripheral components of the nervous system.	P I U H	K3 K5	1 3			
6. The student knows names and structural characteristics of the brain's major parts (e.g., general shapes and locations of the medulla, cortex, cerebrum, and cerebellum).	I U H	K3 K5	1 3			
7. The student knows the basic functions of the cerebrum (i.e., control of sensory discrimination, muscular movement; associative processes involved in learning, memory, perception and thought).	I U H	K3	1 3			
8. The student knows that the basic function of the medulla is control of involuntary functions (e.g., breathing, heartbeat, temperature control).	I U H	K3	1 3			
9. The student knows that the basic function of the cerebellum is control of motor functions.	I U H	K3	1 3			
10. The student knows that the spinal system is a primary pathway for the transmission of nerve impulses.	I U H	K3	1 3			

9. Psychology
9.2 Brain and behavior (physiological psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.2.3 Analysis of brain control of behavior						
1. The student knows that some functions of the brain can be monitored electrically (e.g., EEG, brain scan, bio-feedback).	U H	K3 K7	1 4			
2. The student knows correlations of brain wave patterns with behavioral states.	H	K3 K10	1 4			(V) Self-knowledge
3. The student knows that the direct application of certain chemicals to portions of the brain can affect specific behaviors.	H	K3 K8	1			
4. The student knows that the presence of certain drugs in the body affects the brain, which in turn influences perception and behavior (e.g., nicotine, caffeine, alcohol, hallucinogens).	P I U H	G2 K3 K8	1			(V) Self-knowledge
5. The student knows that changes in hormonal balance can affect emotions and behavior.	U H	K3 K8	1			
6. The student knows that direct stimulation of the brain by an electrical impulse can affect behavior.	U H	K3 K8	1 4			

9. Psychology
9.2 Brain and behavior (physiological psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.2.3 Analysis of brain control of behavior (Cont.)						
7. The student knows that when certain portions of the brain are removed or damaged the functions controlled by those portions are destroyed or altered.	U H	K3 K8	1 3			
8. The student knows that many behavioral functions are controlled by more than one region in the brain or other body systems, and that all regions must be active for optimal functioning.	U H	K3	1 3			
9. The student knows that when brain damage has occurred in an individual it is sometimes possible for other portions of the brain to re-learn the function of the damaged part.	I U H	K3	1 3			
10. The student knows disorders occurring with the "split brain" phenomena (surgical separation of regions processing symbolic and nonsymbolic information), and their theoretical implications.	U H	K3 K5	1 3			

9. Psychology

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.3 Animal studies (comparative-ethological psychology) (See also: 4.2 Physical anthropology)						
1. The student knows that some psychologists study animal behavior.	P I U H	G2 K3	3 4			(V) Cultural knowledge (V) Inquiry
2. The student knows that there are similarities between human and animal behaviors.	P I U H	G2 K5 K10	1 2 3		4.2.3	(V) Order (regularity)
3. The student knows purposes of the psychological study of animal behavior (e.g., to extend and detail knowledge of their learning and communication mechanisms and capabilities, social habits, etc.; for comparison, analogy, clues to human characteristics; to develop and test methods, technology for use in studying human subjects).	I U H	K3 K10	3 4 13			(V) Experimentation (V) Research
4. The student knows that the study of animal behavior is of great current interest to people in many fields (e.g., medicine, anthropology, communications), with recent research yielding information with far-reaching implications for our understanding of living systems and how they work, and many questions still to be answered.	I U H	K4	2 3 4 12			(V) Experimentation (V) Research

9. Psychology

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.3 Animal studies (comparative-ethological psychology) (Cont.)						
5. The student knows organizations or scientists, animal subjects, settings, methods, findings, and unanswered questions associated with recent or current research in the field of animal behavior.	I U H	K3 K5	1 2 3	1 4	4.2.3	(V) Research

9. Psychology
9.3 Animal studies (comparative-ethological psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.3.1 Assumptions						
1. The student knows that an animal's capabilities, like a human's, are determined genetically, in that each organism "inherits" a basic body structure characteristic of its species, and it can do only what that body structure allows (e.g., fish gotta swim, birds gotta fly...).	P I U H	G1 K3 K5	1 3		4.2.1.2 9.5.1	
2. The student knows that the form and behavior of any particular organism are influenced, as the organism grows and lives, by its physical and social environment.	P I U H	G1 K3 K5 K8	1 2 3		4.2.1 9.5.1	
3. The student knows that animals, like humans, have means of communicating with one another, and ability to receive, process, and respond to information from their environments.	P I U H	G1 K3 K5	1 3		9.3.5	(C) Communication
4. The student knows that animal populations have social organization (i.e. groups of animals living together exhibit characteristics of a social system).	I U H	G2 K3	1 3		4.2.3 10.5.2	(C) Social organization
5. The student knows that animals have life cycles characteristic of their species.	P I	G2 K3 K4	3			

9. Psychology
9.3 Animal studies (comparative-ethological psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.3.2 Methods (See also: 2.1.3 Observing behavior; 4.2.2 Theory and methods)						
1. The student knows that psychologists study animal behavior in both natural and laboratory settings.	P I U H	K3 K7	3			
2. The student knows types of information which may be gathered about the behavior of animals through laboratory and field observations respectively (e.g., laboratory: physiological capabilities, limitations regarding specific tasks; field: patterns of social behavior, natural growth and development).	I U H	K3 K5 K7	3		4.2.2	(V) Inquiring (V) Research
3. The student knows methods by which an observer attempts to minimize the effect of his or her own presence on animal subjects in a natural setting.	P I U H	K3 K7	3 4			(V) Planning
4. The student knows methods and tools which may be used to record animal behaviors observed in a natural setting (e.g., field notes, tape recorder, film).	P I U H	K3 K7	4		2.2 2.5 4.2.2	

9. Psychology
9.3 Animal studies (comparative-ethological psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.3.2 Methods (Cont.)						
5. The student knows factors involved in the design of field observations of animal behavior (e.g., schedule, sample population, variables or factors to be observed, techniques for recording, analyzing data).	I U H	K3 K7	3 4		2.5 4.2.2	
6. The student knows that when recording observed behavior, it is important to distinguish between actual behaviors and implied motivation; i.e. to eliminate anthropocentic interpretation, assumptions based on other populations, etc.	I U H	G1 K7	4			(V) Competence (V) Discrimination
7. The student is able to distinguish between actual animal behaviors and implied or assumed motivation (what the animal does vs. what it wanted, why it did it, etc.).	I U H	P43 P45 P47	3			(V) Competence (V) Discrimination
8. The student is able to observe and record animal behaviors in their natural settings.	P I U H	P11 P12 P16 P32	4		2.1.3	(V) Competence
9. The student knows differences between an observation and an experiment (e.g., an experiment involves deliberate manipulation of variables - experimenter makes a change in animal's environment, physical condition, etc. - and then observes results to see the effect of that particular change).	I U H	K2 K3 K5	3		2.2 2.5	(V) Predictive validity (V) Experimentation

SOCIAL SCIENCE

9. Psychology
9.3 Animal studies (comparative-ethological psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.3.2 Methods (Cont.)						
10. The student knows criteria for design of an experiment which will yield useful (un-contaminated) information (e.g., identification, control of variables).	I U H	K3 K7 K9	4 6		2.5 3.3.2	(V) Predictive validity (V) Experimentation
11. The student knows meanings of terms for the things to be considered and managed in designing and conducting an experiment (e.g., variable, sample, control).	I U H	K2	3 4		2.5 3.3.2	(V) Predictive validity (V) Experimentation
12. The student knows basic tools commonly used in laboratory experiments with animals (e.g., maze, food incentive mechanisms), and the subjects and purposes for which they are designed.	I U H	K2 K3 K7	3 4			(V) Ingenuity (V) Tools
13. The student is able to observe and record animal behavior in a controlled setting.	P I	P11 P12 P32	6			(V) Competence
14. The student is able to conduct a simple laboratory experiment to test a hypothesis about animal behavior.	I U H	P11 P12 P32	4 6		2.5.2	(V) Competence
15. The student is able to use conventional procedures for interpreting and displaying data gathered in field or laboratory observations of animal behaviors.	I U H	P66	5 6		3.3.2	(V) Symbols (V) Models (V) Accuracy

9. Psychology
9.3 Animal studies (comparative-ethological psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.3.3 Stereotyped behavior						
1. The student knows that stereotyped behaviors are those which all members of a species exhibit in response to particular stimuli.	I U H	K2	3			
2. The student knows that instincts are unlearned patterns of goal-directed behavior which occur in all members of a particular species in response to specific circumstances.	I U H	K2 K3	3			
3. The student knows that reflexes are simple, unlearned behaviors that occur in most species (including humans), in response to specific stimuli.	I U H	K2 K3	3			
4. The student knows that fixed action patterns are instinctive behaviors which have an exact pattern and are characteristic of certain species.	I U H	K2 K3	3			
5. The student knows stereotyped behaviors exhibited by animals of various species.	I U H	K3	1		4.2.3	
6. The student knows ways in which discovery and classification of stereotyped behaviors contributes to modern understanding of human behaviors.	I U H	K7 K10	3 4 13			(V) Inquiry (V) Research (V) Order (regularity)

9. Psychology
9.3 Animal studies (comparative-ethological psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.3.4 Types of learning - definitions and distinctions (See also: 9.4.5 Learning)						
1. The student knows ways in which scientists attempt to distinguish between learned and non-learned behavior.	I U H	K3 K5 K9	3 4			(C) Learning
2. The student knows important questions and significant experimental evidence relating to the issue of learned vs. genetically determined behavior.	I U H	K3	4 5		4.2.1 4.3 9.5.2 9.7	(V) Knowledgeability (C) Learning
3. The student knows that scientists conventionally classify learning by levels of sophistication of neuromuscular process.	I U H	K2	3			(C) Learning
4. The student knows characteristics associated with conventional levels of learning including: imprinting, habituation, classical conditioning, operant conditioning and problem solving.	I U H	K3	1 3			(C) Learning
5. The student knows research and theoretical information which has contributed to an understanding of imprinting, habituation, classical conditioning, operant conditioning and problem solving learning behaviors.	I U H	K3	3 4		9.1.2	(V) Research

9. Psychology
9.3 Animal studies (comparative-ethological psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.3.4 Types of learning - definitions and distinctions (Cont.)						
6. The student knows that imprinting is the development (during a certain critical period shortly after birth) of strong, relatively fixed patterns of behavior (e.g., following the mother).	I U H	K2 K3	3			
7. The student knows that habituation is a decrease in certain behavior (such as orienting responses) that occurs after repeated presentation of a certain stimulus.	I U H	K2	3			
8. The student knows that classical conditioning occurs where an association is formed between two stimuli which repeatedly occur together, so that one stimulus can substitute for (i.e., elicit the same response as) the other stimulus.	I U H	K2 K3	3		5.1.1	(C) Substitution
9. The student knows that Pavlov's studies with dogs were the landmark experiments in classical conditioning.	I U H	K3 K4	2 3	1		
10. The student knows that operant conditioning occurs when an organism's response is followed by a stimulus (positive or negative reinforcement) that changes the likelihood of the response recurring.	I U H	K2 K3	3 4		5.4.1 9.4.3 10.5.3.1 10.5.3.3	

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9. Psychology
9.3 Animal studies (comparative-ethological psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.3.4 Types of learning - definitions and distinctions (Cont.)						
11. The student knows that B. F. Skinner's experiments with laboratory animals were important to the discovery and description of the learning phenomenon called operant conditioning.	I U H	K3	2 4	1	9.1.2	(V) Experimentation
12. The student knows that problem solving (a complex, learned behavior involving "insight") is not well understood.	I U H	K2 K3	3			
13. The student knows ways in which prominent theories of learning have been applied to facilitate learning in scientific, educational, and business fields.	I U H	K3 K7	3	1	3.1	(V) Models (V) Tools (V) Progress (C) Learning

9. Psychology
9.3 Animal studies (comparative-ethological psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.3.5 Animal communication						
1. The student knows studies that have been conducted to investigate animal communications systems. (e.g., observation of bee dances; attempts to teach chimpanzees to talk, use sign language and other communications systems; dolphin experiments.)	P I U H	K3	2 3 4			(C) Communication
2. The student knows characteristics of common animal communication systems (e.g., complexity, universality).	I U H	K3	3			(C) Communication
3. The student knows ways in which studies of animal communication have affected theories of human communication.	I U H	K3 K8	2 3 4		3.1 4.3.2.2	(C) Communication (C) Language
4. The student knows examples of animal communication which do not involve use of a formal language system.	P I U H	K3	3			(C) Communication (C) Language

9. Psychology
9.4 Dimensions of mind (experimental psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.4.1 Sensory systems						
1. The student knows that the six senses are sight, hearing, smell, touch, taste and kinesthesis.	P I	K1 K3	3			(V) Self-knowledge
2. The student knows the physiological structures and pathways involved in sight, learning, smell, touch, taste and kinesthesis and how they function to produce sensations.	P I U H	K3 K7	1 3			(V) Self-knowledge
3. The student knows how some senses tend to integrate or affect one another (e.g., smell and taste, sight and hearing).	P I U H	G2 K3	1 3			
4. The student knows of significant individual differences in ability to sense stimuli (i.e., due to genetic and environmental factors).	I U H	K3 K5	1 3			(V) Diversity (V) Individuality
5. The student knows activities of sensory mechanisms that distinguish: a) waking and sleeping; b) the four stages of sleep in humans (e.g., brain wave frequencies; rapid eye movements during dreams).	I U H	K3 K6	3			
6. The student knows prominent theories, research studies and findings related to the nature or functions of the dream state (e.g., physiological processes involved, interpretation of content, importance of dream life, according to various authorities).	I U H	K3 K7	3 4			

9. Psychology
9.4 Dimensions of mind (experimental psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.4.1 Sensory systems (Cont.)						
7. The student knows prominent theories, research studies and findings related to the use of meditation, bio-feedback, or other mind-body control exercises to regulate, monitor or diversify one's own mental and physical activity.	I U H	K3 K7	4			(V) Knowledgeability (V) Resourcefulness (V) Self-direction (V) Self-discipline
8. The student knows issues and problems involved in scientific attempts to determine facts about the existence, nature, or sources of experiences commonly called "extra-sensory" (e.g., precognition, telepathic communication).	I U H	K3	4 6			(V) Inquiring (V) Openness (V) Ingenuity (V) Research
9. The student knows significant aspects of current studies in the field of extra-sensory or para-psychological phenomena, including: research objectives and designs, findings or evidence collected, and participating institutions, sciences, scientists, or subjects.	I U H	K3	4 6			(V) Research (V) Complexity (V) Knowledgeabilit

9. Psychology
9.4 Dimensions of mind (experimental psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.4.2 Perception (See also: 2.1.1 Perceiving, experiencing)						
1. The student knows psychological studies which have supplied information about organisms' perceptory mechanisms and processes.	I U H	K3	4	1		(V) Research
2. The student knows prominent theories of human perception.	I U H	K3	3			
3. The student knows phenomena used to study the bases of visual perceptions (e.g., figure-ground relationship, optical illusions).	I U H	K7	4			
4. The student knows that in perceiving, humans appear to select certain stimuli on the basis of: (1) situational factors (e.g., instructions); (2) motivational factors (e.g., hunger); (3) stimulus factors (e.g., size or intensity).	I U H	K3	1 3			
5. The student knows that perceptions of the same object, event or item of information may vary from individual to individual because of differences in their selection and organization of sensations.	I U H	G2 K3	1 3			(V) Diversity
6. The student knows techniques that are used to improve an individual's perceptual ability (e.g., concentration on and recording of sensations, self examination to identify unfounded assumptions).	H	K7	3			(V) Self-discipline (V) Self-knowledge (V) Resourcefulness

9. Psychology

9.4 Dimensions of mind (experimental psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.4.3 Motivation (See also: 1.1 Value clarification skills)						
1. The student knows the meaning of the term motivation as it is applied in behavioral science (e.g., an inner drive, impulse or intention that accounts for an individual's behavior).	I U H	K2	3			
2. The student knows questions which a theory of motivation attempts to answer (e.g., Why does a person choose one alternative behavior over another? What determines a situation in which we change our behavior? How does the world, both external and internal, affect our motivational behavior?).	I U H	K3	4		5.1.1 10.5.3.3 10.5.4	(C) Causality (C) Choice
3. The student knows basic principles and terminology of the "need"-based and empirical-type theories of motivation (e.g., "need" theory is based upon a hypothetical construct called a "drive"; empirical theories focus on an antecedent condition, the response, and consequences of the behavior).	I U H	K2 K3	3			(C) Causality
4. The student knows founding concepts of current theories of motivation (e.g., of behavior, unconscious motivation, and cognitive theories).	I U H	K2 K3	3		9.1.2	

9. Psychology
9.4 Dimensions of mind (experimental psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.4.3 Motivation (Cont.)						
5. The student knows how "drive" theorists assign motivational priority levels (such as "primary" and "secondary") to particular human behaviors (e.g., based upon observed behavioral choices and assumptions about the motives underlying those choices).	U H	K2 K3	3 4			
6. The student knows examples of "primary" and "secondary" motivations as they are classified by "need" or "drive" theorists (e.g., hunger and sex as primary, need for acceptance and self-fulfillment as secondary motivations).	U H	K1 K3	1 3			
7. The student knows how "drive" theorists relate "secondary" motivations to "primary" ones (e.g., primary needs are usually satisfied before secondary; secondary needs may be adult manfestations of primary infancy needs).	U H	K3 K4 K5 K10	3			
8. The student knows the physiological motivational factors involved in the hunger, thirst and sex "drives" (e.g., role of the hypothalamus in thirst and hunger control, role of the gonads and pituitary gland in sexual maturation).	U H	K3 K8	1 3			

9. Psychology
9.4 Dimensions of mind (experimental psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.4.3 Motivation (Cont.)						
9. The student knows basic concepts, propositions and recent findings in the area of cognitive or intrinsic motivation (e.g., acceptance of curiosity, achievement, other "cognitive needs" as important motivators).	I U H	K2 K3	1 3			(V) Curiosity
10. The student knows concepts and propositions fundamental to the construct of a "hierarchy of needs" a la Maslow (e.g., factors motivating individual's behavior vary with his or her level of psychological development).	I U H	K2 K3	3	1		(V) Self-knowledge (C) Maturation
11. The student knows meanings of the term "value" as something that motivates or guides behavior.	P I U H	K2 K3	3			
12. The student knows that each theory of motivation stresses a different aspect of human behavior and that no one theory excludes or nullifies the others.	I U H	G2 K5	3			(V) Diversity (V) Inquiring

9. Psychology
9.4 Dimensions of mind (experimental psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.4.4 Emotion (See also: 2.1.1 Perceiving, experiencing)						
1. The student knows common terms for various types of emotions with which he or she is familiar (e.g., love, happiness, fear, frustration, anxiety, curiosity, anger, grief, loneliness).	P I	K2 K3 K5	3			
2. The student knows outward signs by which people in his or her culture infer that someone else is feeling angry, happy, frightened, anxious, etc. (e.g., non-verbal cues).	P I	K2 K3	3		1.1 2.7.3 3.1.3	
3. The student knows reasons why people may try to "hide" their emotions from others in various situations.	P I	K3	3			
4. The student is able to identify (name) emotions he or she experiences.	P I	P17	3		2.7.3	(V) Self-knowledge
5. The student knows that emotions are responses or reactions to what is happening in and around a person.	P I	K2	3			(V) Self-knowledge
6. The student knows that what he or she feels toward or about another person (affection, fear, dislike, etc.) is often a response to a particular behavior, or to a situation associated with that person.	P I U H	K2	3			(V) Self-knowledge

9. Psychology
9.4 Dimensions of mind (experimental psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.4.4 Emotion (Cont.)						
7. The student is able to associate emotions he or she experiences with the particular behaviors or situation to which the emotions are responses.	P I U H	P17 P44	3		2.7.3 9.6.3 9.7.2	(V) Self-knowledge
8. The student knows how expression of emotions is related to physical and mental development (e.g., a child cannot curse in anger before he or she learns to talk; cannot fear a situation until he or she learns to discriminate the familiar from the strange).	I U H	G2 K3	3		10.5.3.1	(V) Self-knowledge (C) Learning (C) Maturation
9. The student knows the two dimensions of emotions: the behavioral (i.e., that which can be observed, measured, or recorded, such as increased heart rate) and the experiential (i.e., feelings of the individual which are subjective and unmeasurable, such as sensations of "blind elation" or intense fear).	I U H	K3 K5	3			(V) Self-knowledge
10. The student knows ways in which the physical functioning of the body changes when an individual experiences emotion (e.g., in intense emotions, the autonomic nervous system prepares the body for action by increasing the heart rate, blood pressure and respiration).	P I U H	K3 K8	1 3			(V) Self-knowledge

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9. Psychology
9.4 Dimensions of mind (experimental psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept (V) Value Words
9.4.4 Emotion (Cont.)						
11. The student knows research which provides information about the influence of genetic and learning factors in emotional development (e.g., longitudinal identical twin studies, correlation of rat hair color with passive-aggressive behavior, and observation of developing emotional responses in young children).	I U H	K3	3 4	1		(C) Maturation
12. The student knows reasons why the concept of emotional "maturity" is culture-dependent.	I U H	K3	3		4.3.1 4.3.2.1 10.5.3.3	(C) Maturation (C) Norms
13. The student knows ways in which emotional responses may motivate or affect behavior (e.g., fear may motivate "super-human" exertion of energy, feelings of a greater sense of purpose may increase tolerance of pain, anxiety may limit experimentation with new behaviors and therefore limit personal growth).	U H	K3	1 3			

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9.4 Dimensions of mind (experimental psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.4.5 Learning (See also: 9.3.4 Types of learning, 9.3.6 Principles of learning)						
1. The student knows various definitions of learning as they are applied in the study of behavior (e.g., the process by which an organism changes its behavior through interaction with its environment).	U H	K2 K3	3			(C) Learning (C) Modification
2. The student knows that many behaviors are learned, rather than genetically inherited.	U H	G1 K3 K5	1 3		4.3.1.1	
3. The student knows prominent learning theories and research that has led to their development.	U H	K2 K3	3 4			
4. The student knows that some forms of behavior modification (learning) can take place without a person's knowledge or consent.	H	G2 K3	1 3		4.3.1.3 10.5.3.1	(C) Socialization

9. Psychology
9.4 Dimensions of mind (experimental psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.4.6 Principles of learning						
1. The student knows definitions of terms commonly used by researchers to describe phenomena associated with the learning process (e.g., conditioned or unconditioned response, latency period, threshold, extinction, and spontaneous recovery).	U H	K1 K2	3			(C) Learning
2. The student is able to use graphical representations of data collected during experimentation with learning processes to gain information about specific learning phenomena.	U H	P41 P42 P43	4 5 6		2.4 3.2.2	
3. The student knows factors which are known to influence human learning including: individual differences, structure and relevance of material, type of reinforcement, quality and quantity of feedback, type and amount of practice, learning methods, degree of participation and transfer of previous learning.	U H	K1 K2 K3	1 2 3			(V) Self-knowledge
4. The student knows various types of reinforcement schedules as they are described by operant conditioning theorists (e.g., intermittent, fixed ratio, variable ratio, fixed interval and variable interval).	U H	K1 K2 K3	3 4			

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9. Psychology
9.4 Dimensions of mind (experimental psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.4.6 Principles of learning (Cont.)						
5. The student knows experimental evidence which demonstrates the effect on operant learning of different reinforcement schedules.	U H	K3 K8	3 4			
6. The student knows prominent current research which deals with the learning of complex or exceptional behaviors (e.g., voluntary control of "involuntary" behaviors such as heartbeat and breathing; conditioning for creativity).	I U H	K3	2 3	1	9.4.1	(V) Research (V) Self-discipline
7. The student knows factors which affect rate and quality of acquisition in verbal learning (e.g., distribution of practice and meaningfulness of material, method of presentation).	I U H	K3 K8	3		3.1	
8. The student knows meaning of terms associated with the study of transferred learning (e.g., formal discipline, identical elements, positive and negative transfer).	I U H	K1 K2 K3	3			
9. The student knows factors which affect the transfer of previous learning to new learning situations (e.g., similarity in form, similarity in meaning, and length of intermediate time period).	I U H	K3 K8	1 3			(V) Self-knowledge (V) Relevance

9. Psychology
9.4 Dimensions of mind (experimental psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.4.6 Principles of learning (Cont.)						
10. The student knows meanings of terms associated with the study of retention in learning (e.g., long and short term memory, recall, relearning, recognition, and false recognition).	I U H	K1 K2 K3	3		9.4.7	
11. The student knows factors which affect retention of learning (e.g., overlearning, meaningfulness of learned material, and association with previous learning, interference, and repression).	H	K1 K3 K8	1 3		9.4.7	
12. The student knows the theories of serial-learning and response-produced cues as they are applied to complex ("chained") behaviors.	U H	K1 K3	3			
13. The student knows that serial memorization and maze learning are commonly used in the design of experiments which study serial-learning.	U H	K7	3 4			
14. The student knows factors which affect the efficiency of serial learning (e.g., number of internal and external response-produced stimuli, previous learning, nature and frequency of reinforcement).	U H	K3 K8	1 3			

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9. Psychology
9.4 Dimensions of mind (experimental psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.4.6 Principles of learning (Cont.)						
15. The student knows meanings of terms and concepts associated with the study of response sets in learning and problem solving (e.g., set, incidental learning, functional fixity and heuristic solutions).	U H	K1 K2	3			
16. The student knows factors which affect the effectiveness of problem solving behavior (e.g., prior establishment of useful sets, availability of valid data, and interference conditions).	I U H	K3 K8	1 3			
17. The student knows prominent theories of concept formation (e.g., inductive and deductive learning).	I U H	K1 K3	3		4.3.2.2	
18. The student knows experimental research which has contributed significantly to an understanding of concept formation.	I U H	K3	1 3	1	4.3.2.2	(V) Research
19. The student knows various theories relating to the human thought process (e.g., Watson: thought can be viewed as a covert --internal-- form of speech).	U H	K3	3			
20. The student knows various meanings of the term creativity.	I U H	K1 K2	3			(V) Creativity

9. Psychology
9.4 Dimensions of mind (experimental psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.4.6 Principles of learning (Cont.)						
21. The student knows the value and limitations of prominent methods of measuring or testing individual creativity.	H	K3 K9	4 6			(V) Knowledge of resources
22. The student knows that little is currently known about factors affecting human creativity.	H	G2 K3	3			

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9. Psychology
9.4 Dimensions of mind (experimental psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.4.7 Memory						
1. The student knows that people sense the passage of time, and are able to order things and events in the world around us, because our minds hold onto much of the information we receive; i.e., we can remember: what we have just perceived, in the sequence that we perceived it (listening to a melody, for example); and much of what we have perceived, experienced or learned about earlier.	P I U H	G2 K3 K6 K7	2		2.1.1	(V) Order (regularity) (C) Time (C) Continuity
2. The student knows models or analogies which may be used to describe what the human memory is like, or how it works (e.g., computer).	P I U H	K2	3			
3. The student knows that memory functions (i.e., what memories do) are conventionally defined and categorized as: recall, recognition, reconstruction, re-learning.	I U H	K2 K5 K7				
4. The student knows ways that psychologists distinguish among (measure, define, isolate as separate functions) recall, recognition, reconstruction and re-learning.	I U H	K2 K5 K7				
5. The student knows meanings of the term "stages of memory", and the stages currently identified or distinguished by psychologists (e.g., short term, long term, intermediate stages).	I U H	K1 K2	3			

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9. Psychology
9.4 Dimensions of mind (experimental psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.4.7 Memory (Cont.)						
6. The student knows identified characteristics of short term memory (e.g., capacity, length of retention period, relation to long-term memory).	I U H	K3	1 3			
7. The student knows identified characteristics of long-term memory (e.g., apparently unlimited storage system, in which information is retained in code for life of the organism).	I U H	K3	1 3			
8. The student knows types of codes, cues, and associations involved in memory processes and functions as currently understood (e.g., symbols, images, sensory cues: odors, sounds, etc. that trigger recall, recognition, et.al.).	U H					
9. The student knows constructs and findings of research from various fields and sciences (e.g., medicine, bio-chemistry, information science) regarding the mechanisms of memory, and questions yet unanswered.	U H					
10. The student knows factors affecting the quality of memory (e.g., ease, clarity, completeness of recall; usability-applicability-transferability of information for recognition, reconstruction, relearning) including: recitation, distribution of practice, over-learning, motivation and shock.	I U H	K6 K8	1 3			(V) Self-knowledge

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9. Psychology
9.4 Dimensions of mind (experimental psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.4.7 Memory (Cont.)						
11. The student knows how motivational factors affect recall of learned material.	I U H	K3 K8	1 3			(V) Self-knowledge
12. The student knows factors affecting ease of recall in long-term memory (e.g., lack of cues for retrieving, incomplete learning).	I U H	K3 K8	1 3			(V) Self-knowledge
13. The student knows the nature and function of mnemonic devices (i.e. artificial, self-imposed mental structures which organize material and aid in recall, such as "Every good boy does fine" to remember E, G, B, D, F in musical scale).	I U H	K1 K3 K7	1			
14. The student is able to formulate and use appropriate mnemonic devices to aid his or her recall of particular information.	I U H	P37 P44	9			(V) Ingenuity
15. The student knows that each person's memory preserves, accumulates and integrates his or her own, individual, unique experience; combining what is learned from others with what is figured out and felt on one's own.						
16. The student knows that no one else's memory contains exactly the same information as his or hers, nor associates (organizes) information exactly as his or hers does.	P I U H	G2 K3	3			(V) Self-knowledge (C) Uniqueness

9. Psychology
9.4 Dimensions of mind (experimental psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.4.7 Memory (Cont.)						
17. The student knows that the unique contents and organization of each person's memory constitute an active and powerful resource; giving each of us a fuller access to our own pasts, our own selves, than anyone else can have; and combining what we learn from others with what we figure out for ourselves into an ever-growing storehouse for the future.	I U H	G2 K3 K7	3			(V) Individuality (V) Self-respect (V) Resourcefulness (V) Flexibility (V) Self-knowledge (V) Self-fulfillment (V) Human dignity (C) Personality (C) Uniqueness

9. Psychology

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.5 Growth and development (developmental psychology)						
1. The student knows that developmental psychologists study and measure changes that occur in humans from birth to death (i.e., in body forms and functions, in behavior patterns, interests, physical and mental abilities, values, etc., and the environmental contexts in which such changes appear).	I U H	K3	3 4			(V) Inquiring (V) Research (V) Respect for life
2. The student knows how physical structures and behavior develop in the individual from simple to complex, parallelling to some degree the theoretical evolution of these structures and behaviors in the species (ontogeny recapitulates phylogeny).	I U H	G1 K3 K10	1 3			(C) Growth
3. The student knows the individual character of growth and development rates within a species (i.e., that rate of development is unique to the individual and that only an average rate can be characteristic of a population or species).	I U H	G2 K2 K3	3			(C) Growth
4. The student knows meanings of key terms or concepts in developmental psychology (e.g., psychological development, maturation, growth, trait, attribute).	I U H	K1 K2	3			(C) Growth (C) Maturation

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9. Psychology

COURSE GOALS	Level P/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.5 Growth and development (developmental psychology) (Cont.)						
5. The student knows that theorists and researchers in developmental psychology - a Western science, responding to conditions and problems of life in the 19th and 20th century Europe and America - have studied primarily the development of those traits and capabilities which have meaning or value to members of modern Western societies.	U H	G2 K2 K7	4		9.1.2	

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9. Psychology
9.5 Growth and development (developmental psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.5.1 Determining factors (See also: 4.2.1.2 Genetic transmission; 4.3.1.1 The nature of culture; 10.5.3.1 Socialization)						
1. The student knows differences in the perspective and/or objectives guiding approaches of psychologists and sociologists or anthropologists to the definition and classification of factors in human individual development.	U H	K2 K5	3 4		4.2.1.3 10.5.4	(V) Inquiring (V) Cultural knowledge (V) Insight (V) Personal growth and development (V) Self-knowledge (C) Personality (C) Maturation (C) Growth
2. The student knows research issues and data from various sciences (and/or schools) regarding conditions to which rates or directions of individual growth are responsive (e.g., nutrition, social contact, etc. in infancy and childhood).	I U H	K4 K7 K8	1 3			See goal 1.
3. The student knows variables measured as determinants, indicators, controls, etc. in designs of contemporary psychological research on development of particular traits or capabilities.	U H	K4 K8 K9 K10	1 4		9.4.5 9.5.3 9.6.3 9.7.3 9.7.4 10.5.4	See goal 1.

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9. Psychology
9.5 Growth and development (developmental psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.5.1 Determining factors (Cont.)						
4. The student knows definitional and measurement problems confounding attempts to classify developmental factors as "hereditary" and "environmental."	U H	K2 K5	4			(V) Diversity (V) Complexity

9. Psychology
9.5 Growth and development (developmental psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.5.2 Theories						
1. The student knows names and general orientations of major theories of development including: psychosexual theory (Freud), learning theory, cognitive theory (Piaget), and psychosocial theory (Erickson).	H	K1 K2 K3	3	1		(V) Research (V) Invention
2. The student knows the nature of theories of development, (i.e., systems that describe observed human behaviors and changes, in ways that are useful in understanding and working with people).	H	G2 K1 K2	3	1		
3. The student knows the major stages of development according to the Freudian psychosexual theory: (i.e., the oral stage, anal stage, phallic stage, latency period, and genital stage).	H	K1 K2 K3	3			
4. The student knows basic premises of the Piagetian theory of intelligence development (i.e., intelligence develops in discrete stages which follow a characteristic sequence and that because of this pattern of development a given kind of learning can only take place after the appropriate facilitating stage has been reached).	H	K1 K2 K3	3			

9. Psychology
9.5 Growth and development (developmental psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.5.2 Theories (Cont.)						
5. The student knows the four stages into which Piaget divides the development of human intelligence: (1) the stage of sensori-motor operations (birth to 2 years), (2) the stage of preoperational thought (2-7 years), (3) stage of concrete operations (7-11 years), and (4) the stage of formal operations (11-15 years).	H	K1 K3 K5	3	1		
6. The student knows basic principles of the learning theory of development (i.e., growth and learning are continuous and most changes in behavior with growth are learned).	H	K1 K2 K3	3			
7. The student knows the fundamental stages in Erickson's psychosocial theory of development: (1) Basic trust vs. mistrust, (2) autonomy vs. shame and doubt, (3) initiative vs. guilt, (4) industry vs. inferiority, (5) identity and repudiation vs. identity diffusion, (6) intimacy and solidarity vs. isolation, (7) generativity vs. self absorption, and (8) integrity vs. despair.	H	K1 K2 K3	3	1		
8. The student knows ways in which major theories of development have been applied (e.g., in the design of personality measurement instruments, educational programs, counseling techniques).	H	K3	3	1		

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9. Psychology
9.5. Growth and development (developmental psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.5.3 Social influences (See also: 10.5.3.1 Socialization)						
1. The student knows social and cultural factors which influence individual growth and development (e.g., family, peer group and school).	P I U H	K3 K8	3	2	4.3.1 9.6 9.7	(V) Personal growth and development (V) Self-knowledge (C) Growth (C) Socialization (C) Maturation
2. The student knows how the family may influence individual growth and development (e.g., through feeding, physical contact, home environment, modeling of sex-roles and moral behavior).	P I U H	K3 K8	3	2	10.6.3.1	See goal 1. Also: (V) Family (C) Family
3. The student knows how the peer group influences self concept and personality development (e.g., through establishment of group norms, expectations and beliefs).	P I U H	K3 K8	1 3	2	9.6.2 9.7 10.5.3.2 10.5.3.3	See goal 1. Also: (C) Personality
4. The student knows factors which determine the influence of the peer group on an individual (e.g., intensity, frequency and quality of interaction; maturity of the individual).	U H	K3 K8	3	2	9.6 9.7	See goal 1.
5. The student knows ways in which school experience may influence his or her personal growth and development (e.g., in intellectual, physical or vocational skills, and in values choice).	P I U H	K3 K8	2 3	2	3.1 10.6.3.3	See goal 1. Also: (V) Educating (V) Schools

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9. Psychology
9.5 Growth and development (developmental psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.5.3 Social influences (Cont.)						
6. The student knows how cultures tend to impart existing values to, and reinforce them in, all members of society through institutions and practices (e.g., via institutional trainir and expectations of teachers and other workers; media; and business practices).	I U H	K3	1 2 3		1.1 4.3 10.5.3.3 10.5.3.4 10.6.3	See goal 1. Also: (C) Social control (C) Norms
7. The student knows propositions and evidence from cross-cultural studies regarding the effect on developing perceptory systems or mental constructs (world views) of: a) the language spoken in an individual's primary groups; b) the types and forms of symbolic representations with which the individual becomes familiar (e.g. two-dimensional representations of three-dimensional objects, scenes; geometric shapes).	U H	G2 K3 K6 K8	1 3 4 6		4.3.3.3 9.6.3 9.7.4	(C) Language (C) Communication

9. Psychology
9.5 Growth and development (developmental psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.5.4 Stages of development						
1. The student knows meanings of terms commonly used to describe various stages of development in the human life span (i.e., prenatal, neonatal, infancy, childhood, puberty, adolescence, adulthood and old age).	P I U H	K1 K2	3	2	10.5.3.1	(V) Self-knowledge (V) Respect for life (C) Maturation (C) Growth
2. The student knows important developmental features of the prenatal stage (e.g., sex determination, cell division and differentiation in the fetus sufficient to permit independent ~~existence~~).	P I U H	K2 K3	3			
3. The student knows that there are at least 6 determiners of sex: chromosomes, hormones, morphology, sex of assignment, sex of rearing, and acceptance of sex identification; all of which must be in harmony for an individual to function normally as a male or female.	I U H	K3	3		10.5.2.1 10.5.3.1	
4. The student knows major developments that occur in the fetus during the first three months of the prenatal development.	P I U H	K2 K3	1 3			See goal 1.
5. The student knows characteristic behavior of a child in the neonatal stage (e.g., nursing, reflexive body movements).	P I U H	K2 K3	1 3			

9. Psychology
9.5 Growth and development (developmental psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.5.4 Stages of development (Cont.)						
6. The student knows characteristic behavior of a child in the infancy stage (i.e., from age one month to about two years), including: differentiation of emotional responses, learning of language and social activity.	P I U H	K2 K3	3		10.5.3.1	See goal 1.
7. The student knows features and behaviors characteristic of the "childhood" period in human development (i.e., from two years of age to puberty) in the areas of physical, emotional, intellectual and social growth.	P I U H	K2 K3	1 3		10.5.3.1	See goal 1.
8. The student knows features and behaviors characteristic of the adolescent period in human development (i.e., from puberty to adulthood) including sexual maturation; responses to new cultural expectations; and physical, emotional, intellectual and social growth.	P I U H	K2 K3	1 3		10.5.3.1	See goal 1.
9. The student knows that adulthood is a period of life during which the individual generally carries out a culturally determined role, and physically and intellectually most individuals reach their most productive period.	P I U H	G2 K2 K3	1 2 3		10.5.3.1	See goal 1.

9. Psychology
9.5 Growth and development (developmental psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.5.4 Stages of development (Cont.)						
10. The student knows features and behaviors characteristic of the period of adulthood in human development including social role determination and physical and intellectual productivity.	P I U H	K2 K3		2	10.5.3.1	See goal 1.
11. The student knows that the period of adulthood is one of change in response to changes in family life cycle, personal and career needs, i.e., it is not a period devoid of dynamic response to life, but a period of continued growth and development.	P I U H	G2 K3	1 2 3	2	10.5.3.1	See goal 1.
12. The student knows that changes occurring in adulthood and old age are not all degenerative. (Positive changes in personality and learning do occur in response to changes in environment, similarly to those of earlier years).	P I U H	G2 K3	1 2 3	2	10.5.3.1	See goal 1.
13. The student knows that old age is a period frequently marked in our society by loneliness, depression, and isolation due to forced retirement, perceived lack of usefulness, and difficulties of living on a fixed income in times of inflation.	P I U H	G2 K3	3	2	10.6.4.1.4	(V) Compassion (V) Sympathy (V) Social concern
14. The student knows features and behaviors characteristic of late adulthood (the "old age" period in human development).	P I U H					(V) Sensitivity

9. Psychology

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.6 Personality and individual differences (differential and clinical psychology)						
1. The student knows distinctions between popular and scientific uses of the term "personality."	I U H	K1 K2 K5	3 4 5			(V) Self-knowledge (V) Individuality (C) Personality
2. The student knows terms in which various theorists have characterized or defined the qualities of humanness that they measure, study, or treat under the heading of "personality."	H	K1 K2 K5	3 4			See goal 1.
3. The student knows systems devised by various theorists to classify or type personalities, the data upon which categories are based, and the purposes of classification.	H	K2 K5 K6	3 4			See goal 1.
4. The student knows that no two people are exactly alike.	P	G1 K3	3			See goal 1.

9. Psychology
9.6 Personality and individual differences
(differential and clinical psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.6.1 Schools of analysis of personality						
1. The student knows the major schools of personality theory including: trait, cognitive, psychoanalytic, neo-Freudian, Third Force, and learning theories.	H	K1 K2 K3	3		9.1.2	
2. The student knows subjective and empirical evidence which supports the validity of the major theories of personality (e.g., Maslow's correlation of "Peak experiences" with self-actualizing individuals).	H	K3	3 4	1		
3. The student knows basic principles of Neo-Freudian theories of personality including those of Jung, Adler, Horney, Sullivan, Fromm, Erikson and Rogers.	H	K1 K2 K3	3			
4. The student knows basic principles of "Third Force" psychology (e.g., holistic view, emphasis on human potentialities and importance of individual values).	H	K1 K2 K3	3	1		
5. The student knows basic principles of learning theory as they are applied to personality theory and development (e.g., fundamentality of stimulus-response units).	H	K1 K2 K3	3		9.3.4 9.4.5 9.4.6 10.5.3.1	

9. Psychology
9.6 Personality and individual differences
(differential and clinical psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.6.1 Schools of analysis of personality (Cont.)						
6. The student knows basic principles of psychoanalytic personality theory (e.g., developmental orientation and emphasis on intra- and inter-personal interaction).	H	K1 K2 K3	3 4			
7. The student knows the meaning of major terms associated with Freudian psychoanalytic theory (e.g., id, ego, super-ego, libido, fixation).	H	K1 K2	3			
8. The student knows how trait-theory psychologists have attempted to classify personalities (i.e., by describing traits and complexes of traits in individuals, and developing classification criteria on the basis of these descriptions).	H	K2 K3	3			
9. The student knows ways in which personality theorists of the cognitive school study the behavior of individuals (e.g., by identification of opinions and attitudes, and analysis of the resultant effect on behavior).	H	K2 K3	3			

9. Psychology
9.6 Personality and individual differences
(differential and clinical psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.6.2 Self concept						
1. The student knows meanings of the term "self-concept".	I U H	K2 K3	3			(V) Self-knowledge (V) Sensitivity
2. The student knows factors which influence the early formulation of an individual's self-concept (e.g., relationships with parents or significant others).	I U H	K3 K8	1 3		9.5	(C) Socialization
3. The student knows how racial, cultural, economic, and religious status may influence an individual's self-concept.	I U H	K3	3		9.7.3 10.5.3.1 10.6.4.1	
4. The student knows how an individual's self-concept may influence his or her behavior.	I U H	K3 K8	1 3			
5. The student knows how the terms "self-concept" and "presented self" are related and how discrepancies between the two may influence individual behavior (e.g., a large difference results in hiding selected behavior, falsification of attitudes and values).	U H	K1 K2 K3	1 3		1.1 10.5.3.1	(V) Self-knowledge
6. The student knows factors which may support an unrealistic self-concept (e.g., limited environment, selective perception, inaccurate or incomplete feedback, defense mechanisms).	U H	K1 K2 K3	1 3		2.7.2 2.7.3 9.6.3	

9. Psychology
9.6 Personality and individual differences
(differential and clinical psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.6.3 Effect of situations on personality						
1. The student knows ways in which situational (environmental) factors can significantly affect manifestation of an individual's personality (e.g., in conflict or frustration producing situations).	I U H	K3 K8	3		10.5.4 10.6.4.1 10.6.4.2	(V) Self-knowledge (V) Sensitivity
2. The student knows the meanings of terms used to describe environment-caused problematic mental states (e.g., frustration, conflict and anxiety).	I U H	K1 K2 K3 K8	3			
3. The student knows the nature and use of defense mechanisms (i.e., distortions of reality used without awareness of the individual, to cope with anxiety and/or to increase self-esteem).	U H	K1 K2 K3	1 3			
4. The student knows types of defense mechanisms identified by various psychologists or schools of psychology (denial, rationalization, repression, displacement, projection, reaction-formation, compensation or over-compensation, sublimation, dissociation, identification, regress, fantasy, cognitive dissonance) and how they are commonly used by individuals in life situations.	U H	K2 K3 K5	3			

9. Psychology
9.6 Personality and individual differences
(differential and clinical psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.6.3 Effect of situations on personality (Cont.)						
5. The student knows possible behavioral manifestations of prolonged frustration or conflict including tension, restlessness, direct or displaced aggression, apathy, regression, stereotyped or rigid behavior, fantasy and worry.	U H	K3 K8	1 3			
6. The student is able to recognize situations exemplifying basic types of conflict, such as: (1) approach-approach (choosing between two attractive alternatives); (2) avoidance-avoidance (choosing between two unattractive alternatives; (3) approach-avoidance (choosing between achieving an attractive goal or rejecting it because of unpleasant factors associated with it).	U H	K1 K2 K3	3		1.1 5.1.1 5.4.1.1	(C) Conflict (C) Choice
7. The student knows conditions which are likely to produce feelings of frustration (i.e., situations where an individual experiences interference in reaching a goal).	U H	K3 K8	1 3			

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9. Psychology
9.6 Personality and individual differences
(differential and clinical psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.6.4 Abnormal personality (See also: 10.5.4 Social deviance; 10.6.4.2 Problems of deviance; 10.6.4.2.5 Mental illness)						
1. The student knows why a definition of abnormal behavior is essentially cultural (e.g., mental illness has no clearly defined, measurable and universal normality with which it can be contrasted; what's "abnormal" behavior in one culture may be accepted, conventional in another).	U H	G2 K1 K2	3 4 11		4.3.1.2 4.3.3.3 9.7.4	(V) Insight (V) Diversity (V) Complexity (C) Norms
2. The student knows factors which are taken into account when evaluating the normality or abnormality of behavior (e.g., situational context, immediate past history, cultural background, and individual motivation).	U H	K1 K2 K3	3 4			
3. The student knows criteria used in our culture to identify personality disorders (i.e., actions which form a life-long pattern of socially deviant behaviors; extreme dysfunctional, or socially destructive reactions to conflict situations).	U H	K1 K2 K3	3 4			(C) Norms
4. The student knows ways in which abnormality may be qualified or quantified (e.g., personality inventory tests and statistical analysis; overt destructive behavior).	U H	K2	3 4 5		3.2.2 9.1.2 9.1.3	(C) Norms

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9. Psychology
9.6. Personality and individual differences (differential and clinical psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.6.4 Abnormal personality (Cont.)						
5. The student knows conventionally identified levels or types of personality disorders, including character disorder, neurosis, and psychosis, and distinctions among them.	U H	K1 K2 K3 K5	3 4			
6. The student knows the application of terms commonly used in description of personality disorders (e.g., neurosis, psychosis, paranoia, schizophrenia, hallucination).	U H	K1 K2	3 4 5			
7. The student knows characteristic symptoms of common personality disorders such as schizophrenia, manic-depression, involutional psychosis, hypochondria, and sexual deviance.	U H	K1 K2 K3	1 3			
8. The student knows research which indicates the various possible causes or conditions of character disorders, neuroses and psychoses.	U H	K3 K8	1 3			

9. Psychology
9.6 Personality and individual differences
(differential and clinical psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.6.5 Treatment of personality disorders						
1. The student knows ways in which various societies have dealt with individuals showing personality disorders (e.g., death sentence, imprisonment, ridicule, normal treatment, respect and worship).	U H	K3 K5	1 2		10.5.3.3 10.5.4	(C) Social control
2. The student knows methods for treatment of personality disorders in our culture including medical practices (e.g., psycho-surgery, shock treatment, and chemo-therapy), psycho-analysis, group therapy, behavior modification, and non-Freudian psycho-therapy.	U H	K3 K7	2 3		10.5.3.3	(C) Social control
3. The student is able to analyze issues involving the ethics or effectiveness of various treatments for personality disorders, based on adequate, accurate information, about the situations in question.	U H	P62	6 8		10.6.4.2.5	(V) Judgment (V) Self-confidence
4. The student knows methods of non-Freudian psychotherapy which are commonly used to treat personality disorders (e.g., client-centered therapy, Gestalt therapy, hypnosis, play therapy, and eclectic therapy).	U H	K3 K7	3 4			

9. Psychology
9.6 Personality and individual differences
(differential and clinical psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.6.5 Treatment of personality disorders (Cont.)						
5. The student knows how learning theory is applied in behavior therapy for personality disorders (e.g., operant conditioning, aversion therapy, and desensitization).	U H	K7	3		2.6.5	
6. The student knows forms of group therapy which are used in treatment of personality disorders including encounter groups, T-groups, and Halfway Houses.	H	K3 K7	3	1	9.7.2 10.5.3.2 10.7.1.4	
7. The student knows objectives of various types of therapy groups, principles underlying their organization and operations, and factors which may determine their actual effects on participants.	H	K3 K8	3 4			(V) Cooperating (V) Participating (V) Sharing (V) Personal growth and development
8. The student knows terms and methods used in psychoanalysis to describe, assess and change personal behavior (e.g., dream analysis, free association, identification of repression, and transference).	H	K1 K2 K7	3 5			

9. Psychology

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.7 Group and cultural influence (social psychology) (See also: 10.5.3 Social psychology)						
1. The student knows that an individual's culture and group interactions influence the development of his or her behavior, attitudes, values and opinions.	P I U H	G1 K8	3		9.5	(V) Self-knowledge (C) Socialization (C) Enculturation
2. The student knows ways in which learning may bring the behavior of an individual into conformity with the rules, laws, traditions and mores of a group or culture.	I U H	K2 K3	1 2 3		4.3.1 9.3.4 9.4.5 9.4.6 10.5.1	See goal 1. Also: (C) Social control (C) Learning

9. Psychology

9.7 Group and cultural influence (social psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.7.1 Attitudes and opinions						
1. The student knows methods commonly used in advertising and other forms of propaganda to influence individual behavior and attitudes (e.g., suggestion, slanted presentation, emotionally-charged words, and appeal to individual needs or desires).	I U H	K1 K2 K3 K7	1 2 7	5	1.1.1 3.1.2 3.1.4 10.5.3.4	(V) Rationality (V) Insight (V) Knowledgeability (V) Self-knowledge (V) Self-direction
2. The student knows ways in which personal attitudes may be changed through education or exposure to propaganda.	I U H	K3 K8	1 3	5		(C) Social control (C) Socialization
3. The student knows factors which influence the formation of attitudes (e.g., individual feelings, relationships with significant others, age and experience of the individual).	I U H	K3 K8	1 3		1.1.1 2.6.4	
4. The student knows that attitudes affect and in some cases motivate behavior.	I U H	G2 K3	3		9.4.3	
5. The student knows how changing individual attitudes may be reflected in new or modified behavior (e.g., voter behavior).	I U H	K3	3		1.1.1 2.6.4 2.6.5	
6. The student knows how the development of attitudes may be influenced by an individual's peer group, or by the status of that peer group in the society at large.	I U H	K3 K8	2 3		10.5.3.1 10.5.3.2 10.5.3.3 10.5.3.4	

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9. Psychology
9.7 Group and cultural influence (social psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ec. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.7.1 Attitudes and opinions (Cont.)						
7. The student knows why attitudes tend to become fixed and reinforced in an individual or culture (e.g., desire for security, tendency to avoid conflicting information).	I U H	G2 K3	3		4.3.5.3 10.5.2.3 10.5.3.3	(C) Stability (C) Continuity

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9. Psychology
9.7 Group and cultural influence (social psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.7.2 Group dynamics (See also: 10.5.3.2 Group dynamics)						
1. The student knows that maintenance of a group is dependent upon communication among the members of the group (e.g., members of a group share verbal and non-verbal codes).	P I U H	G2 K3	2 3		3.1 4.3.1.1 6.4.1 10.5.2.4 10.5.2.5	(V) Communicating (V) Cooperating (V) Participating (V) Self-knowledge (C) Group
2. The student knows ways in which the quantity and quality of communication among individual members affects the stability and cohesion of a group.	P I U H	K3 K8	3		6.4.1 10.5.2.5	See goal 1. Also: (C) Communication (C) Stability (C) Cohesion-integration
3. The student knows the importance of both verbal and non-verbal communication in group interaction.	P I U H	K3	3		2.7.2 3.1.3 4.3.1.1 4.3.2.2 4.3.5.2	See goal 1. Also: (C) Language
4. The student knows factors which affect an individuals choice of joining, remaining in, or getting out of voluntary groups (e.g., need for belonging; interest in group goals; type and extent of commitment required of members).	I U H	K3	2 3		8.4.5 8.7.3.5 10.6.3.6	See goal 1
5. The student knows situations which may lead to conflicts within a group (e.g., confusion about goals, leadership, rules, operating norms).	I U H	K3 K8	2 3		1.1.2 8.3.1 8.4.3	See goal 1. Also: (C) Conflict
6. The student knows the meanings of terms for common phenomena in group dynamics.	U H	K1 K2 K3	3			See goal 1.

9. Psychology
9.7 Group and cultural influence (social psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.7.2 Group dynamics (Cont.)						
7. The student knows principles or constructs representing patterns that occur regularly in the "life histories" of groups (e.g., the "TORI" model, which describes phases of trust, openness, responsibility, interdependence).	U H	G1 K2 K4	3 5 7			See goal 1. Also: (V) Knowledgeability (V) Social sensitivity
8. The student knows internal factors which may alter the goals, norms, or behavioral characteristics of a group (e.g., change of leadership; maturation or aging of membership; membership turnover; change in goals, relationships of key members).	I U H	K3 K8	1 3 7			See goal 1. Also: (C) Social change
9. The student knows external factors which may alter the goals, norms, or behavioral characteristics of a group (e.g., cultural, social change; contacts with other groups).	I U H	K6 K8	1 3 7			See goal 1. Also: (C) Social change
10. The student knows that during the course of a lifetime, an individual usually belongs to many different groups, of many different types -- formal and informal, large and small, voluntary and assigned, long-term and temporary--with varying impacts on his or her values, beliefs, attitudes, interests, and behavior.	I U H	G2 K3 K8	1 3 7			

9. Psychology
9.7 Group and cultural influence (social psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.7.2 Group dynamics (Cont.)						
11. The student knows factors which may determine the strength of a particular group's influence on a member's behavior: a) within the group; b) outside the group.	I U H	K3 K8	1 3		10.5.3.3 10.5.4	
12. The student knows factors which may determine the treatment given an individual by other members of a group (e.g., group's size, purpose; leadership attitudes or behavior; individuals role or rank in group; degree to which the individual's behavior conforms to or deviates from expectations, norms of the group itself, of culture with which group identifies).	I U H	K3 K6 K8	1 3			
13. The student knows ways in which a group's success at a task, or its long-term viability as a group, is dependent upon members' voluntary commitment to individual and shared responsibility.	I U H	K8 K9	1 3	5		(V) Commitment (V) Responsibleness (C) Cohesion
14. The student knows how participation in group activity may help to meet important individual needs (e.g., needs for belonging, esteem; clarification of self concept, and helping others).	P I U H	K3	3			(V) Personal growth and development

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9. Psychology
9.7 Group and cultural influence (social psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.7.2 Group dynamics (Cont.)						
15. The student knows important conclusions of studies which have provided information about group dynamics (See Berelson & Steiner, Human Behavior: An Inventory of Scientific Findings.)	I U H	K2 K3 K6	1 3	1		
16. The student knows elements in the mechanism of individual socialization within the context of a group (e.g., imitations, modeling, identify with interests, values or behavior of leaders or other member models).	P I U H	K2 K3	1 3			

9. Psychology
9.7 Group and cultural influence (social psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.7.3 Effect of social structure (See also: 2.7.2 Recognizing communication problems; 4.3.5.1 Social organization; 8.4.4 Elites and classes; 9.5.3 Social influences; 10.5.2.2 Stratification; 10.5.2.4 Structure; 10.5.3.3 Social control; 10.5.4 Social deviance; 10.6.4.1 Minority problems)						
1. The student knows sources of current scientific information (e.g., issues, data, conclusions of recent research) relating social structure to individual behavior or development (e.g., Berelson and Steiner, Human Behavior: An Inventory of Scientific Findings; APA publications; ERIC files).	I U H	K1 K2 K6	4 6			(V) Cultural knowledge (V) Cultural skills (V) Access to resources (C) Social structur (C) Socialization (C) Social control
2. The student knows important research findings about phenomena of conformity within groups.	I U H	K3	1 3 6 7	2 5		See goal 1. Also: (C) Group (C) Norms
3. The student knows elements of individual socialization to group or institutional membership roles (e.g., imitation, labeling, modeling, internalization-integration of role and group identity, norms, interests, expectations).	P I U H	K3 K7	1 3 7	2 5	10.5.1 10.5.2.1 10.5.3.1	See goal 1. Also: (C) Role (C) Personality

9. Psychology
9.7 Group and cultural influence (social psychology)

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
9.7.4 Effect of culture on behavior (See also: 1.13 Societal; 1.2.2 Society and culture: related values; 4.3.1 Basic concept: culture and sub-sections; 4.3.2 Theoretical approaches and sub-sections; 9.5 Growth and development and sub-sections; 10.5.1 Culture, social systems, social processes)						
1. The student knows major research issues regarding effects of culture on behavior.	U H	K3	1 3 6 7			(V) Diversity (V) Cultural knowledge (V) Cultural skills
2. The student knows objectives, premises-propositions, methods, and findings of important cross-cultural studies of particular varieties or conditions of behavior.	U H	K2 K3 K6 K7	1 3 6			See goal 1. Also: (C) Culture

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.1 Basic subject as a field of study						
1. The student knows that there is a field of scientific inquiry called sociology, concentrated on the types of relationships and problems people have as members of modern societies.	P I U H	K1 K3 K6	2 3			(V) Cultural knowledge (V) Inquiring (V) Insight (V) Objectivity
2. The student knows that sociology is about many things he or she has experienced, or will experience as a member of a family, neighborhood, school group, society, etc., studied as elements of overall social patterns rather than as isolated personal circumstances.	P I U H	K3 K6	3 4			See goal 1.
3. The student knows examples of questions or issues raised or researched by sociologists regarding familiar elements of his or her experience.	P I U H	K3 K6	3 4 13			See goal 1.
4. The student knows major or continuing aims of sociological research and theory (e.g., fuller, clearer, more accurate knowledge of the nature of society, of the social dynamics to which we each respond and contribute).	U H	K2 K6	4 12 13			See goal 1.
5. The student knows that sociology shares many concepts, subjects and research procedures with other modern sciences (e.g., statistical and system sciences; anthropology, psychology).	I U H	G2 K2 K5	4			See goal 1.

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10. Sociology

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.1 Basic subject as a field of study (Cont.)						
6. The student knows factors distinguishing sociology (as a science of human relationships, etc.) from other sources of knowledge about human situations and problems, including literature, philosophy, religion, popular economic or political ideology, etc.	U H	K5	4		2.2	See goal 1.

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10. Sociology

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.2 Historical development						
1. The student knows cultural-historical contexts in which sociology emerged and developed as a discipline or science.	I U H	K4 K6	2 4			(V) Cultural knowledge (V) Inquiring (V) Research (V) Cultural skills (V) Objectivity
2. The student knows ways in which the mid-nineteenth century works of Auguste Comte and Saint Simon provided foundations for the science of sociology (e.g., establishment of a scientific, rational approach to examination of social relationships).	U H	K3 K4 K6	2 4 12			See goal 1.
3. The student knows that the foundation of methods and concepts laid by Comte and Simon were utilized by early sociologists in their development of theory, methods, and instruments of analysis.	I U H	G2 K2 K4	2 4 12			See goal 1.
4. The student knows principal schools of thought which emerged as sociology developed as a diversified social science (e.g., Spencer's theory of social evolution; the "modern" theorists and practitioners: Durkheim, Tonnies, Weber, and Simmel; the social psychologists: Cooley, Thomas, and Mead; and the ecological school: Park, Burgess and Quinn).	U H	K1 K2 K4	2 4 12			See goal 1.
5. The student knows major contributions of early and modern schools or theorists to the development of sociological thought, methods or findings.	U H	K1 K2 K4	2 4 12			See goal 1.

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10. Sociology

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.3 Contemporary Theory						
1. The student knows that sociological theorists and researchers are still in the process of developing and testing and modifying a variety of theoretical constructs; i.e., there is no standardized, formal body of laws and principles accounting for social phenomena.	U H	G2 K4	2 4			(V) Cultural knowledge (V) Cultural skills (V) Logic (V) Research (V) Inquiring
2. The student knows that theoretical issues and theoretical work in contemporary sociology tend to focus on either a) methodology; or b) interpretation of particular social phenomena.	U H	G2 K2 K5	4			See goal 1.
3. The student knows major theories defining and addressing problems of contemporary social research, including System Theory (Talcott Parsons), Middle Range Theory, (Robert Merton), Mathematical Theory (logical positivists).	U H	K1	4			See goal 1.
4. The student knows principal elements of System, Middle Range, and Mathematical approaches to problems of research and theory-building in contemporary sociology (e.g., problems identified, objectives and methodologies proposed by each).	U H	K2 K3	4			See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.3 Contemporary Theory (Cont.)						
5. The student knows major modern contemporary theories proposing constructs for analysis or explanation of particular sets of social phenomena (e.g., Functionalist theory, Symbolic Interactionist theory, Conflict theory).	U H	K1 K2	4			See goal 1.
6. The student knows principal elements of major substantive or interpretative theories in current use as bases for analysis of social relationships, interactions or problems (e.g., issues addressed; assumptions, propositions, key concepts or models for analysis).	U H	K2 K3	4			See goal 1.
7. The student knows ways that theoretical orientations of major contemporary schools of sociology may reflect, parallel, or influence trends in related disciplines (e.g., history, anthropology, political science).	H	K8 K10	4			See goal 1.
8. The student knows ways that theoretical work in sociology may reflect or respond to advances in information processing theory and technology.	H	K8	4			See goal 1.
9. The student knows ways that social changes or problems of their own societies may influence sociologists' theoretical work.	H	K6 K8	4			See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.4 Methods of sociological research						
1. The student knows that research in sociology is based on scientific (empirical) principles.	P I U H	G2 K2	4 12		1.2.1 2.2 2.5	(V) Cultural knowledge (V) Cultural skills (V) Inquiring (V) Research
2. The student knows applications of basic empirical assumptions and principles to problems and procedures of social research (e.g., ideas about social phenomena, like ideas about physical or biological phenomena, can best be tested by studying the realities they represent).	P I U H	G1 K2	4 12		10.3	See goal 1.
3. The student knows objectives guiding the development and selection of social research methods-designs, including: a) description (e.g., accurate documentation, classification, association of existing social phenomena); b) theory-building (explanation); c) prediction; d) control (effective response to social problems).	I U H	K2 K6	4			See goal 1.
4. The student knows ways that objectives of social research are interrelated (e.g., without accurate, relevant descriptive data, cause-effect relationships cannot be adequately explained, predicted, or accounted for in social planning, problem solving, decision-making).	I U H	K8	4 12			See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.4 Methods of sociological research (Cont.)						
5. The student knows meanings of terms commonly used in scientific social research (e.g., problem, hypothesis, control variable, dependent variable, independent variable, intervening variable, research design, and sample).	I U H	K1 K2	4 5		3.2.1	See goal 1. Also: (V) Knowledgeability
6. The student knows elemental procedures common to most research designs (e.g., determination of the variables and how they will be measured; selection of the sample to be used; establishment of data collecting mechanism).	I U H	K2 K3	4		2.5.3	See goal 1.
7. The student knows common sources of error in research techniques (e.g., incomplete objectivity, inappropriate selection of measurement tools and methods, ineffective sampling, incomplete assessment of significant variables, effects of observation on phenomena under study).	I U H	K3	4		2.5.3 3.2.2	See goal 1.
8. The student knows terms for various major methods or techniques of social research (e.g., case study, survey method, observation, content analysis, historical analysis, statistical analysis).	I U H	K1 K2	4 5			See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.4 Methods of sociological research (Cont.)						
9. The student knows characteristics and uses of the study in social inquiry (e.g., intensive study of a person, group, organization, institution, or problem, using documents, interviews, observations).	I U H	K2	4		8.2.2	See goal 1.
10. The student knows characteristics and uses of surveys in social research.	I U H	K2	4			See goal 1.
11. The student knows characteristics and uses of natural, contrived, and participant observation in social research.	I U H	K2 K5	4		2.1.3 4.3.3.2	See goal 1.
12. The student knows characteristics and uses of content analysis in social research (e.g., determining frequency of occurrence of a particular language symbol, stereotype, attitude, value, etc. within a given context).	I U H	K2	4			See goal 1.
13. The student knows characteristics and uses of historical analysis in sociology.	I U H	K2	4		4.3.3 7.1.4 8.2.1 9.1.3	See goal 1.
14. The student knows characteristics and uses of statistical analysis --descriptive and interpretative-- in social research.	I U H	K2	4		3.2.2 6.3.5 10.3	See goal 1.
15. The student is able to select appropriate instruments, samples, and procedures for collection and analysis of data about particular subjects of social inquiry.	I U H	P33 P53	6			See goal 1. Also: (V) Relevance (V) Accuracy (V) Adequacy as basis for action or decision.

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10. Sociology
10.5 Concepts of sociological analysis

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.5.1 Culture, social systems, social processes (See also: 4.3.1.1 The nature of culture; 4.3.1.2 Cultural diversity; 4.3.1.3 Cultural processes)						
1. The student knows principal elements of the concept of culture (e.g., complex system of institutions, conventions, traits, etc. that are socially acquired, shared and transmitted; includes shared knowledge--lore, techniques, codes, etc.--and beliefs, values, norms, mores, folkways, arts; modes of technological, economic and political organization).	P I U H	K2 K3	3			(V) Cultural knowledge (V) Cultural beliefs (V) Cultural skills (C) Culture
2. The student knows ways that the concept of culture is used in describing or analyzing social phenomena.	I U H	K2	3			See goal 1.
3. The student knows distinctions in meanings of the terms "cultural" and "social", as descriptors of systems, processes, institutions, traits, relationships, etc.	I U H	K2 K5	3 5			See goal 1.
4. The student knows elements and relationships defining a social system, as the concept is used in social sciences.	I U H	K2 K3	3			(V) Knowledgeability (V) Social sensitivity (V) Insight (C) Social system
5. The student knows major tasks or functions of a social system, as identified by social scientists.	I U H	K7	3		10.5.2.5	See goal 4.

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10. Sociology
10.5 Concepts of sociological analysis

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Gr[illegible] Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.5.1 Culture, social systems, social processes (Cont.)						
6. The student knows social processes occurring as characteristic responses to shared circumstances, including cooperation, competition, and conflict.	P I U H	K1 K7	3		5.1.2 5.3.3 8.3.1 8.3.2 10.6.2	See goal 1. Also: (C) Cooperation (C) Conflict
7. The student knows ways sociologists distinguish processes of adjustment, accommodation, and adaptation.	I U H	K1 K5 K7	3			See goal 1. Also: (C) Adaptation
8. The student knows processes associated with inflows of new members to existing groups, social systems or cultures (e.g., socialization, enculturation, acculturation; assimilation, alienation; integration, disorganization).	I U H	K1 K5 K7	3		10.5.2.2 10.5.2.3 10.6.4	See goal 1. Also: (C) Socializatic[illegible] (C) Enculturati[illegible] (C) Acculturati[illegible] (C) Integration (C) Disorganization
9. The student knows definitions, examples or analogies needed to clarify conditions, participants and effects of social processes identified at various levels of analysis.	I U H	K3 K6 K7	3			See goal 1.

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10. Sociology
10.5 Concepts of sociological analysis

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.5.2 Social organization (See also: 4.3.5.1 Social organization)						
1. The student knows that sociologists study ways in which collective life is organized (e.g., how various individuals, groups, and institutions are related to one another within a society, what set-up maintains the whole as a whole, what systematic arrangements occur, how and why).	I U H	G2 K3	3 4 12 13			(V) Cultural knowledge (V) Inquiring (V) Insight (C) Social organization (C) Social system
2. The student knows terms conventionally used by sociologists to identify major elements or attributes of social organization, including differentiation, stratification, solidarity, structure, and function.	I U H	K1 K2	3 5			See goal 1.

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10. Sociology
10.5 Concepts of sociological analysis
10.5.2 Social organization

COURSE GOALS	Level P/I U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.5.2.1 Differentiation: position, role (See also: 2.3.3 Classifying, grouping categorizing; 4.3.1.2 Cultural diversity)						
1. The student knows various components of the concept of differentiation (e.g., the ways in which a society distinguishes among its structural units; among its members, on the basis of arbitrary criteria such as age, sex, or specialized knowledge, skills, or beliefs; everyone isn't seen as the same, doesn't behave alike; there are means of establishing individuals' separate identities).	P I U H	K1 K3	3	2		(V) Cultural knowledge (C) Differentiation (C) Social organization
2. The student knows relationships among differentiation, division of labor, and specialization.	I U H	K2 K10	3	2	5.1.2	See goal 1.
3. The student knows that the members of a socially organized unit may be identified-distinguished for various purposes by their positions in relation to each other (e.g., older and younger sisters in a family) or in the unit's structure (e.g., positions on a ball team, in a business firm).	I U H	K1 K2 K6	3	2		See goal 1.
4. The student knows that the members of a socially organized unit share expectations-assumptions about the different behaviors appropriate for individuals occupying certain positions, in certain times-settings, etc., and about the sanctions supporting-enforcing these rules.	P I U H	K3 K6 K7	3	2	6.4.1	See goal 1. Also: (C) Role (C) Norms (C) Social control

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10. Sociology
10.5 Concepts of sociological analysis
10.5.2 Social organization

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.5.2.1 Differentiation: position, role (Cont.)						
5. The student knows ways positions and roles may be related in a group or a society (e.g., different parts to play in collective enterprises are often assigned by positions; same term may stand for both a position and the responsibilities-function accompanying it).	I U H	K5 K10	3	2		See goal 1. Also: (C) Role
6. The student knows that chronological age and sex are important determinants of individuals' positions and roles in most societies.	I U H	G2 K9	3	2	10.6.4.1.3 10.6.4.1.4	See goal 1. Also: (C) Role
7. The student knows examples of age and sex-differentiated positions and roles, and the possible functions of such differentiation in the organization of cultures, societies, or groups under study.	I U H	K3 K6 K7	1 2 3	2	4.3.5.1 9.5.4 10.5.2.5	See goal 1. Also: (C) Role
8. The student knows that differentiation based on individual specialization (e.g., occupation) is characteristic of all cultures to some degree, but tends to be more significant in technologically "advanced" or complex societies.	I U H	G2 K3 K5	3	2		See goal 1. Also: (C) Role
9. The student knows that differentiation by position in a class structure is based on different criteria, and has different functions, in different cultures, societies and communities.	I U H	G2 K5 K6 K7	3	2	10.5.2.2	See goal 1. Also: (V) Diversity (V) Pluralism

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10. Sociology
10.5 Concepts of sociological analysis
10.5.2 Social organization

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.5.2.2 Stratification: status, power, mobility (See also: 8.4.1 Power; 8.4.4 Elites and classes)						
1. The student knows characteristics of stratification as an element of social organization (e.g., separate layers or levels of membership, each less powerful and/or prestigious than the layer above it).	P I U H	K3 K5	3	2	4.2.3.1 4.3.5.1 4.3.5.4	(C) Social organization (C) Status (C) Social class
2. The student knows examples of formal and informal stratification of organizations, groups or social situations with which he or she is familiar (e.g., formal: levels of authority-accountability in school organization; informal: status distinctions among older and younger students in a school, among more and less "popular" class members).	P I U H	K3 K5 K6	3	2	5.5.1.1 8.7.2.4 10.5.2.4	See goal 1. Also: (C) Authority (C) Leadership
3. The student knows terms referring to the stratification of whole societies or social systems (e.g., classes, castes).	I U H	K1 K2	3	2		See goal 1.
4. The student knows ways social classes may be characterized, or class distinctions identified-measured.	I U H	K2 K3	3	2	6.3.5 10.6.1	See goal 1.
5. The student knows that social status may be seen as the value-loading people give those differences in sex, ancestry, life style, occupation, etc. by which power, wealth, or opportunities are distributed within their social system.	I U H	K3 K8 K10	3	2	1.1.3 10.6.4.1	See goal 1.

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10. Sociology
10.5 Concepts of sociological analysis
10.5.2 Social organization

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.5.2.2 Stratification: status, power, mobility (Cont.)						
6. The student knows that social mobility refers to change in an individual's or a group's roles, positions, status, or class over a period of time.	I U H	K1 K2 K3	3	2		See goal 1. Also: (C) Mobility
7. The student knows conditions associated with vertical mobility (change of status), horizontal mobility, status crystallization, status inconsistency, and marginality.	U H	K3 K6	3	2	10.6.4.1	See goal 1. Also: (C) Mobility
8. The student knows distinctions between ascribed (assigned) and achieved (attained, acquired) status.	I U H	K1 K5	3	2		See goal 1.
9. The student knows differences in qualifications and implications of social status in a) caste-structured and b) class-structured social systems.	U H	K5 K7 K9	3	2		See goal 1.

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10.5 Concepts of sociological analysis
10.5.2 Social organization

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.5.2.3 Solidarity, cohesion, integration						
1. The student knows that the members of any functioning unit of social organization (e.g., family, school, company, community, nation) tend to think of thenselves and each other as "us" (in some sense, in some contexts) and to have interests in common that they will cooperate to pursue or defend, despite internal conflicts or differences on other issues.	P I U H	G2 K3	3	2	1.2.2	(V) Unity (V) Diversity (V) Stability (V) Pluralism (C) Cohesion-integration (C) Community (C) Cooperation (C) Group (C) Social organization (C) Social system
2. The student knows terms used in representing conditions of social solidarity, including: cohesion, integration, interdependence, consensus, stability, continuity, social control.	I U H	K1 K2	3	2		See goal 1. Also: (C) Interdependence (C) Consensus (C) Stability (C) Continuity (C) Social control
3. The student knows examples needed to clarify meanings and applications of the concepts of solidarity, cohesion, and social integration, as used in sociological analysis.	I U H	K3 K6	3	2		See goal 1.
4. The student knows distinctions between normative and functional integration.	I U H	K5	3	2		See goal 1.

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10. Sociology
10.5 Concepts of sociological analysis
10.5.2 Social organization

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.5.2.3 Solidarity, cohesion, integration (Cont.)						
5. The student knows terms used to represent a lack or breakdown of social solidarity or cohesion, including: anomie, alienation, marginality, disorganization, instability, dysfunction.	I U H	K1 K2 K3	3	2		See goal 1. Also: (C) Disorganization
6. The student knows conditions under which the solidarity or cohesion of a group, or of groups within a social system, tend to break down.	I U H	K6 K8	3	2	4.3.1.3 5.3.2 5.3.3 8.3.1 8.3.3 10.5.5 10.6.4	See goal 1. Also: (C) Social change (C) Industrialization (C) Urbanization (C) Secularization
7. The student knows examples of external and internal events or conditions that tend to increase a population's social solidarity or cohesion (e.g., to mobilize members for cooperative, integrated response).	I U H	K6 K8	3	2	4.3.1.1 5.3.3 6.4.1 8.3.2 8.3.3 10.5.3 10.6.1 10.6.3	See goal 1. Also: (C) Consensus

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10. Sociology
10.5 Concepts of sociological analysis
10.5.2 Social organization

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.5.2.4 Structure: groups, organizations						
1. The student knows that all socially organized units have structure (e.g., relationships and roles of members form a pattern, a framework that may persist though individuals cycle in and out of the group, change positions within it over time, etc.).	P I U H	G2 K3 K6	3	2		(V) Order (regularity) (V) Stability (V) Diversity (V) Flexibility (C) Social organization (C) Structure (C) Social system (C) Group
2. The student knows models or analogies used by social scientists to characterize or represent social structures.	P I U H	K2 K6	3 5	2		See goal 1.
3. The student knows terms used to represent parts or components of a society's structure (e.g., roles, positions, ranks within groups and formal organizations; groups, formal organizations, classes within the social system).	P I U H	K1 K2 K3	3 5	2		See goal 1. Also: (C) Role (C) Social class (C) Status
4. The student knows characteristics by which social scientists define: a) a group; b) an organization.	I U H	K2 K3 K5	3	2		See goal 1.
5. The student knows features distinguishing simple from complex organizational forms (structures).	I U H	K5	3	2		See goal 1.

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10. Sociology
10.5 Concepts of sociological analysis
10.5.2 Social organization

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.5.2.4 Structure: groups, organizations (Cont.)						
6. The student knows features distinguishing formal from informally-organized social structures.	I U H	K2 K5	3	2		See goal 1.
7. The student knows sets of terms for contrasting types of groups, and features by which they are distinguished or characterized (e.g., primary, secondary, and reference groups; voluntary and involuntary or assigned groups).	I U H	K1 K2 K5	3 5	2		See goal 1.
8. The student knows features distinguishing bureaucratic structures, or bureaucracy as an organizational form.	I U H	K1 K3	3	2		See goal 1.
9. The student knows ways of classifying bureaucracies in modern American society (e.g., as public and private).	I U H	K2 K5	3	2		See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.5.2.5 Functions of social organization						
1. The student knows that the concept of functions focuses on the dynamics of organization (e.g., what things do in relation to each other; how systems retain or change their characteristic forms and actions over a period of time).	I U H	K2 K7	3			(V) Order (regularity) (V) Diversity (C) Function (C) Social organization (C) System
2. The student knows meanings of the term function as used in social sciences (e.g., mathematical function; functions as consequences, effects; as operations upon which the nature or existence of other operations depend).	I U H	K1 K2 K7	3			See goal 1.
3. The student knows that manifest functions are the intended or ideal consequences of any societal action or series of actions (e.g., institutional purposes, goals, objectives, anticipated benefits).	I U H	K2 K7	3			See goal 1.
4. The student knows latent functions are actual but unintended and/or unrecognized consequences of any societal action or series of actions; similar to economic concept of externalities.	I U H	K2 K7	3			See goal 1.
5. The student knows meanings of the term dysfunction, as used in social sciences.	I U H	K2 K7	3			See goal 1.

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10.5.2.5 Functions of social organization (Cont.)						
6. The student knows that social-psychological functions of social organization (or of any particular societal action, form, series of actions, etc.) are its consequences for individuals' behavior, development, or relationships within the society.	I U H	K2 K7	3			See goal 1.
7. The student knows that societal functions of social organization (or of any particular societal action, series of actions, etc.) are its consequences for the maintenance of form of the social system as a whole (its future structure, cohesion, etc.).	I U H	K2 K7	3			See goal 1.
8. The student knows meanings of the terms integrative and disintegrative as descriptors of social-psychological or societal functions.	U H	K1 K2 K5 K7	3			See goal 1.
9. The student knows constructs listing or classifying generalized functions of social organization in terms "basic needs" of individual humans, of human groups or societies, and/or of systems in the abstract.	U H	K2 K6 K7	3			See goal 1.

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10.5.3 Social psychology (See also: 9.7 Group and cultural influence)						
1. The student knows meanings/applications of the term social psychology, as used in sociological analysis (e.g., study of psychological factors in social organization; interdependence or interaction of psychological processes, characteristics, capabilities, etc. with those of groups, classes, societies).	U H	K1 K2	3			(C) Social organization

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.5.3.1 Socialization (See also: 4.3.1.3 Cultural processes; 9.5.3 Social influences; 9.7 Group and cultural influence; 10.5.1 Culture, social systems, social processes).						
1. The student knows that everyone is a newcomer-at various stages of life-to groups and roles and rules within which we later operate, and that we come to think of as our own.	P I U H	G1 K4	3	2		(V) Social sensitivity (V) Continuity (V) Educating (V) Personal growth and development (V) Cultural knowledge (V) Cultural skills (V) Competence (C) Socialization (C) Personality
2. The student knows aspects of personal growth and development to which the concept of socialization refers.	P I U H	K4 K6 K7	3	2 3		See goal 1.
3. The student knows ways socialization processes are conventionally characterized or defined (e.g., ways a group or society inducts and integrates newcomers, maintaining structural and functional continuity as roles are vacated and re-filled; symbolic interactions by which individuals develop personal capabilities, habits, relationships, etc. consistent with social settings and roles they do or may occupy at various stages of life).	I U H	K2 K7	3	2		See goal 1.

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10.5.3.1 Socialization (Cont.)						
4. The student knows principal tasks or stages of early (infant, childhood) socialization.	P I U H	K4 K7	3	2		See goal 1.
5. The student knows principal arenas or agents of early socialization (e.g., family and other primary groups; school; mass media).	P I U H	K6 K7 K8	3	2		See goal 1.
6. The student knows principal arenas, agents, and processes or tasks of adolescent socialization.	I U H	K4 K6 K7 K8	3	2		See goal 1.
7. The student knows principal arenas, agents, and processes or tasks of socialization in or to one's actual roles and circumstances in early, middle, and later stages of adult life.	I U H	K4 K6 K7 K8	3	2		See goal 1.
8. The student knows terms, examples, analogies, etc. appropriate for clarifying meanings and applications of the concept of socialization as a social-psychological process.	P I U H	K1 K2 K3	3 5	2		See goal 1.

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10.5.3.2 Group dynamics (See also: 9.7.2 Group dynamics)						
1. The student knows ways in which sociologists define and organize the study of group dynamics.	I U H	K2	3			(V) Social sensitivity (V) Cultural knowledge (C) Socialization (C) Social control (C) Social system
2. The student knows terms, examples, analogies, etc. appropriate for clarifying dimensions and findings of sociological inquiry into group dynamics.	I U H	K1 K2 K3				See goal 1.
3. The student is able to use appropriate principles, concepts, and information for analyzing patterns or problems of group dynamics.	U H	P43	3 6			See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.5.3.3 Social control						
1. The student knows that the social circumstances of human life both require and provide controls on behavior (i.e. limits on ways individuals, groups and organizations within a society are willing or likely to interact).	P I U H	G2 K6 K7	3 12	2	1.2.2 4.3.1.1 5.1.2 5.3.3 6.4.1 8.3.1 8.3.2 8.4 9.5.3 9.7	(V) Order (regularity) (V) Stability (V) Security (V) Productivity (C) Social control (C) Social organization
2. The student knows meanings/ applications of the concept of social control (e.g., a social system's internal checks-balances, regulatory mechanisms; forces motivating-reinforcing socially-acceptable behavior; institutions that attempt to or do reduce deviance).	I U H	K2	3 12	2	10.5.4	See goal 1. Also: (C) Social system (C) Equilibrium (C) Security (C) Stability (C) Interdependence (C) Conflict (C) Consensus
3. The student knows features by which elements of social control are classified as: a) formal and informal b) sacred and secular c) explicit and implicit d) external and internal e) tradition, command, and exchange f) socialization, reform, and separation.	I U H	K2 K3 K5	3	2	5.1.2	See goal 1. Also: (C) Secularization (C) Tradition (C) Government (C) Market
4. The student knows features characterizing folkways, mores and institutions as products and/or elements of social control.	I U H	K2 K3 K5	3	2	4.3.1.1 10.6.3	See goal 1. Also: (C) Culture (C) Morality

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.5.3.3 Social control, cont.						
5. The student knows referents of the concept of norms, as used/defined in various contexts (e.g. rules for behavior; precedents, standards for measuring-evaluating conduct, performance; "orthodox" beliefs, manners, relationships, etc.).	IUH	K1 K2 K7	1 3			See goal 1. Also: (C) Norms (C) Law
6. The student knows meanings of the term sanction, as used in various contexts (e.g. legal, religious, moral, ethical, economic, group norms invoked-employed to authorize or enforce other norms).	IUH	K1 K2 K7	3	2	1.2.2	See goal 1. Also: (C) Norms (C) Authority (C) Morality (C) Values
7. The student knows distinctions between negative and positive sanctions.	IUH	K5	1 3		2.7.2 2.7.3	See goal 1. Also: (C) Values
8. The student knows types of informal social sanctions he or she exerts and responds to in various roles, groups, or situations.	IUH	K3	2		2.7.2 9.4.3 9.4.4 9.5.3	See goal 1. Also: (V) Insight (V) Social sensitivity (V) Self-knowledge
9. The student knows ways institutions formally regulate social relationships-interactions (e.g. policy-making; scheduling times, places-facilities for certain types of activity by certain types of people; specifying-standardizing role requirements, forms and scales of grading-rewarding individuals' performance of roles).	IUH	K3 K6 K7	1 2 3	2	10.6.3 10.6.3.1 10.6.3.2 10.6.3.3 10.6.3.4 10.6.3.5 10.6.3.6	See goal 1. Also: (C) Institution (C) Decision-making (C) Order (C) Law
10. The student knows ways an institution's formal and informal norms may be related.	IUH	K5 K8 K10	1 2 3	2	10.5.2.5	See goal 1. Also: (C) Institution (C) Norms

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.5.3.4 Mass communication and persuasion (See also: 1.1 Value clarification; 2.2 Validating information; 2.7 Communication information; 3.1.1 Reading; 3.1.3 Speaking and listening; 3.1.4 Viewing; 9.7.1 Attitudes and opinions)						
1. The student knows meanings of the term mass communication (e.g., transmission of symbols-meanings from localized source to many, many people; mass-production of messages for mass audiences).	P I U H	K1 K2	3			(V) Cultural knowledge (V) Cultural skills (V) Communicating (C) Communication (C) Mass society (C) Mass media
2. The student knows forms of mass communication or public media (e.g., radio, TV, newspapers, magazines).	P I U H	K2 K3	1 2 3			(C) Mass media (C) Communication
3. The student knows ways mass communications are involved in socialization, enculturation-acculturation, and social control.	I U H	K6 K7	1 3 7		4.3.1.3 6.4.1 10.5.3.1 10.5.3.3 10.6.3.6	See goal 1. Also: (C) Socialization (C) Enculturation (C) Acculturation (C) Social control
4. The student is able to recognize effects of popular TV programs, music, movies, etc. on ideas or feelings about self, family, friends, school, or other aspects of real-world experience.	P I	P17 P44			6.4.9 9.6.2	(V) Self-knowledge (V) Insight
5. The student is able to recognize effects of mass-communicated messages on attitudes or beliefs about unfamiliar places, peoples, or problems.	I U H	P17 P44			6.4.5	(V) Self-knowledge (V) Insight

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.5.3.4 Mass communication and persuasion (Cont.)						
6. The student knows roles of mass media in economics and political processes.	I U H	K6 K7	7		5.3.4 5.4.1.6 5.5.5 8.7.2.6	See goal 1. Also: (C) Interdependence
7. The student knows basic techniques and strategies of mass persuasion (e.g., forms of propaganda; strategies for public relations, advertising promotions, political campaigns).	I U H	K2 K5 K7	3 6 7 8			See goal 1. Also: (V) Literacy
8. The student knows legal, economic and other controls on the content, format, style, or scheduling of American public media communications.	I U H	K2 K6 K7 K9	3 7 8			See goal 1.
9. The student knows ways mass communications alter rates and/or directions of social change in communities, nations and the world.	I U H	K4 K7 K8	3 7 11 12 13		4.3.1.3 10.5.5	See goal 1. Also: (C) Diffusion (C) Culture (C) Social change
10. The student knows integrative functions of mass communications at local, national and international levels (e.g., giving diversified groups a common set of symbols experiences, expectations, habits, interests, heroes).	I U H	K6 K7 K8			6.4.1 8.9.1 10.5.2.3	See goal 1. Also: (C) Community (C) Cohesion-integration (C) Consensus

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10.5.4 Social deviance (See also: 10.6.4.2 Problems of deviance)						
1. The student knows that sociologists use the concept of social deviance to focus on behavior that is significantly at odds with the mores, laws, norms, etc. applicable within groups or societies studied.	I U H	K2	3		1.2.3 4.3.1 4.3.5.1 10.5.3.3	(V) Order (regularity) (V) Diversity (C) Norms (C) Order (C) Social control
2. The student knows that social deviance involves infraction of a social norm and others' response to that infraction.	I U H	K2 K7	3 5		10.5.3.3	See goal 1
3. The student knows that behavior is "deviant" only by comparison with pre-existing viewpoints, expectations and/or definitions about the conduct of given sorts of persons under given conditions.	I U H	K2 K9	3 5		10.5.2.1 10.5.2.5 10.5.3.1 10.5.3.3	See goal 1. Also: (V) Social morality (V) Social responsibility (C) Differences/ differentiation
4. The student knows ways statistical norms (descriptions of the usual) can become prescriptions of the ideal, i.e. scripts to be followed, with social and/or economic penalties for deviance.	U H	K4 K6 K8	2 4 7	4 5	3.2.2 9.1.2 10.5.3.3 10.6.3 10.7.1	See goal 1. Also: (V) Predicting (V) Security, collective (C) Continuity (C) Institution
5. The student knows that all people deviate from the scripts provided for us by societal institutions, peers, etc., especially when the scripts conflict: i.e. when conformity with one code or norm violates another that applies to the same individual and situation.	I U H	G2 K3 K6	3 8		1.1.1 2.6.3 2.7.2 5.1.1 10.5.2.1 10.5.2.2	(V) Pluralism (V) Individuality (C) Choice

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.5.4 Social deviance (Cont.) (See also: 10.6.4.2 Problems of deviance)						
6. The student knows that while enough deviance from mores threatens social organization, all societies allow and benefit from some types and degrees of deviance.	I U H	G2 K6 K7 K8	1 2 3 11		10.5.3.3	See goal 1. Also: (C) Stability (C) Interdependence
7. The student knows ways deviance may serve collective interests, and/or promote the survival of a society's legitimate institutions, including: a) cutting red tape; b) clarifying rules; c) unifying a group against a common enemy; d) providing safety valves; e) providing innovation, creativity, flexibility needed for effective response to change.	I U H	K6 K7 K8	3 6 9 10 11		1.2.3 10.5.2.5	See goal 1. Also: (V) Individuality (V) Unity of purpose (C) Stability (C) Continuity (C) Cohesion-integration (C) Invention/ innovation
8. The student knows senses in which a society's future depends on the nature of its misfits.	I U H	K8	3 11			See goal 1. Also: (V) Social responsibility (C) Leadership
9. The student knows functions of moral entrepreneurs in historic and contemporary social movements.	I U H	K7	2 11			See goal 8.

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10.5.5 Social change (See also: 8.3.3 Change)						
1. The student knows social change is experienced by all social systems including the individual, the group, societies and the world.	P I U H	G1 K7	3	2		(V) Cultural knowledge (V) Cultural skills (C) Change (C) System (C) Social change (C) Social system
2. The student knows theoretical approaches used by sociologists to explain social change.	I U H	K2 K7	3			See goal 1.
3. The student knows examples of physical and social factors which can cause social change.	P I U H	K7 K8	3		10.5.2	See goal 1.
4. The student knows that social change can be explained by a set of laws which also explain physical changes.	I U H	G1 K7	3			See goal 1. Also: (V) Order (regularity) (V) Complexity (V) Insight
5. The student knows that changes in a social system can occur from events inside or outside the system.	P I U H	G1 K6 K7 K8	3			See goal 4.
6. The student knows that a field called systems science has arisen to enhance knowledge of the similar ways dynamic social and physical systems behave.	P I U H	G2 K1 K2	3			See goal 1.

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10.5.5 Social change (Cont.)						
7. The student knows ways the rate or direction of social change in individuals, groups, societies or the world is influenced by factors such as: a) the extent and types of social organization; b) the kind of value system, value conflicts; c) population, d) the extent and types of technology; e) natural environment (location, resources, etc.).	I U H	K6 K7 K8	3		10.5.2	See goal 1.
8. The student knows that because technology, ideology and social organizational patterns do not change at the same rate or time, lag between elements of a social system occurs.	I U H	G2 K2 K4	3		10.5.2	See goal 1.
9. The student knows ways to use models to describe or illustrate social change as the dynamic product of the interaction of systems.	I U H	K2	3 5			See goal 1.
10. The student knows major definitions and terms used by sociologists to explain collective behavior.	I U H	K1 K2	3 5			See goal 1.
11. The student knows relationships of collective behavior to change in social structures or institutions.	I U H	K4 K7 K8	3			See goal 1.

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10.5.5 Social change (Cont.)						
12. The student knows ways mass communication affects collective behavior and social change.	I U H	K7 K8	3		10.5.3	See goal 1.
13. The student knows characteristics distinguishing social movements from revolutions.	I U H	K2 K5	3			See goal 1.
14. The student knows characteristics of major classifications of social movements.	I U H	K2 K3 K5	3			See goal 1.
15. The student knows stages of development of various types of social movements.	I U H	K4			10.6.3	See goal 1.

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10.6 Subject fields: areas of analysis

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.6.1 Population studies (Demography) See also: 6.3.5 Population; 10.6.2 Human ecology; 10.6.4.3.6 Population growth and movement)						
1. The student knows that demography may be defined as the study of the vital characteristics and processes of populations.	I U H	K1 K2	3 5			(V) Cultural knowledge (V) Cultural skills (C) Population
2. The student knows that demographic studies are of two principal types: the static (conditions at any one time) and the dynamic (changes and patterns of change).	I U H	K2	3 5			See goal 1. Also: (V) Inquiring
3. The student knows that demographic knowledge is obtained through inventory of populations (i.e., census), and monitoring of vital processes such as births, marriages, and deaths.	P I	K2	4			See goal 1.
4. The student knows ways to use charts, models and tables to describe and interpret demographic characteristics and trends.	P I U H	K2	4 5			See goal 1.
5. The student knows ways demographic data are used by public agencies, businesses, scientists, historians, etc.	P I U H	K2	1 2		10.7.1	See goal 1. Also: (V) Adequacy (V) Problem-solving

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.6.2 Human ecology (See also: 6.3.5 Population)						
1. The student knows characteristics of human populations over time--patterns of growth and decline, settlement and migration, economic, technological and social organization, etc.--may be studied as adaptations to physical and biological conditions of life.	I U H	K2	3 4		4.2.1.1 4.2.1.3 4.3.2.2	(V) Adapting (V) Cultural knowledge (V) Cultural skills (C) Population (C) Adaptation (C) Ecology
2. The student knows major subjects and approaches of studies in human ecology (e.g., spatial distribution of human populations, urban and rural sociology, evaluation of land use and economic and technological patterns; dynamics of human relationships to habitats, to other species' populations within biotic communities, environmental systems).	I U H	K2 K4 K6 K7	3 4			See goal 1. Also: (C) Spatial distribution (C) Spatial interaction
3. The student knows that a human ecological system may be viewed as a product of the coincident processes of competition and cooperation characteristic of individuals living in a common environment.	I U H	K2 K6 K7	3			See goal 1. Also: (V) Competing (C) Cooperation (C) Areal association
4. The student knows that just as individuals in an environment both compete and cooperate, so do the populations of different species that form a biotic community.	I U H	G2 K2 K7	3			See goal 1. Also: (V) Competing (C) Cooperation (C) Areal association (C) Community

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.6.2 Human ecology (Cont.)						
5. The student knows concepts used to describe, analyze or explain ecological relationships (e.g., web of life, population pyramid, occupational pyramid, succession, aggregation, mobility, migration, territoriality, dominance, equilibrium, interdependence).	I U H	K1 K2	3			See goal 1. Also: (C) Mobility (C) Interdependence (C) Equilibrium
6. The student knows characteristics of collectional, nomadic, settled village, town, and metropolitan economies as stages or modes of ecological organization.	I U H	K3 K5 K6	1 2 3			See goal 1.
7. The student knows terms for types of areas in metropolitan organization, and ecological characteristics of each (e.g., metropolis, satellite city).	I U H	K1 K3 K6	3			See goal 1.
8. The student knows meanings of terms for processes operative in city organization, as used in studies of human ecology (e.g., concentration, centralization, segregation, invasion, succession, decentralization, routinization).	I U H	K1 K2 K6 K7	3			See goal 1.
9. The student knows that ecological dominance occurs with the integration of diverse activities into a coordinated unity through competition (e.g., the organization and distribution of news and newspapers exemplifies urban dominance of a metropolitan area).	U H	K2 K6 K7	3			See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.6.2 Human ecology (Cont.)						
10. The student knows ways modern research methods and findings in the field of population dynamics are being applied to studies of growth and decline, dispersal and settlement, etc. in historic, contemporary and projected (future) human populations.	I U H	K2 K7	4 12			See goal 1. Also: (V) Research (V) Predicting
11. The student is able to use appropriate principles, constructs and data from research in human ecology and/or population dynamics for study or analysis of contemporary issues and problems (e.g., energy, world health and nutrition, land use planning, economic growth, population growth, environmental deterioration, urban problems).	I U H	P43 P63				See goal 1. Also: (V) Knowledgeability (V) Relevance (V) Accuracy (V) Adequacy as basis for action or decision

10. Sociology
10.6 Subject fields: areas of analysis

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.6.3 Social institutions						
1. The student knows ways sociologists define institutions (e.g., features of social life which outlast biological generations; formally established aspects of collective or group behavior; units of culture which have a considerable degree of permanence).	I U H	K2	3			(C) Institution
2. The student knows principal functions of institutions within a society (e.g., as integrators of social experience, as arenas for collective socialization of all people who come in contact with them, as formalized structures of social control).	I U H	K7	3		10.5.3.1 10.5.3.3 10.5.3.4 10.5.4	See goal 1. Also: (C) Socialization (C) Social control
3. The student knows concepts used by sociologists to describe social institutions including roles, values, norms, interaction patterns, structural forms.	I U H	K1 K2	3			See goal 1. Also: (C) Values (C) Norms (C) Structure
4. The student knows factors which affect the nature of institutions (e.g., population, space, ecological factors, technology, constraint, frustration, social mobility) within the community, society and world.	I U H	K6 K7 K8	3		4.3.1.1 4.3.1.2 4.3.1.3	See goal 1.
5. The student knows ways institutions affect the behavior and needs of participating individuals (e.g., provision of a status structure, order, a means of self-appraisal, a site for investment of interests).	I U H	K6 K7 K8	3	2		See goal 1. Also: (V) Self-knowledge (V) Social responsibility (V) Personal growth and development

10. Sociology
10.6 Subject fields: areas of analysis

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.6.3 Social institutions (Cont.)						
6. The student knows that social institutions may be viewed as enduring cultural structures through which certain fundamental needs of society are met and social control is established.	I U H	K3 K7	3	2		See goal 1.
7. The student knows that social institutions are conventionally "typed" in terms of manifest functions; (e.g., familial, religious, educational, economic, political).	I U H	K1 K2 K5	3	2		See goal 1.
8. The student knows that functional classifications of social institutions are constructs which simplify complex and inter-related functions of institutions.	I U H	K2 K7	3	2		See goal 1.
9. The student knows ways institutions functior to control social interactions (e.g., development of formal rules and procedures, classification of individuals, role definition, behavioral sanctions, communication modes, policy making).	I U H	K2 K7	1 2 3 4 12	2		See goal 1.

10. Sociology
10.6 Subject fields: areas of analysis
10.6.3 Social Institutions

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.6.3.1 The Family (See also: 4.3.5.1 Social organization; 10.6.4.3.3 Family Life)						
1. The student knows legal-economic functions of family structure (kinship) in modern American society. (e.g., determines legal identity; basis for inheritance of private property, debts).	P I U H	K3 K7	1 2 3	2		(V) Family (C) Family (C) Social organization (C) Stability
2. The student knows the differences and similarities between the concept of the nuclear family and the concept of the extended family.	P I U H	K2 K5 K6	3	2	4. 9.7 10.5	See goal 1.
3. The student knows that the nuclear family is modern American society's principal primary group institution, at most or all stages of the individual's life cycle.	P I U H	K3 K7	1 2 3	2	10.5	See goal 1.
4. The student knows ways the family functions as a child's significant socializing institution including value definition, role modeling, norms, identity development, identification processes, interaction patterns, expectations, aspirations, feelings, attitudes, sanctions, and stratification.	P I U H	K7	1 2 3	2	1.2 9.6 9.7 10.5.2 10.5.3 10.6.4.3.3	See goal 1. Also: (C) Norms (C) Values
5. The student knows characteristics of the different modes of socialization used by various families (e.g., repressive, participatory).	I U H	K3 K5 K7	3	2	1.2 9.6 10.5.3.1	See goal 1.

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10.6 Subject fields: areas of analysis
10.6.3 Social Institutions

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.6.3.1 The Family (Cont.)						
6. The student knows ways the structures and functions of families vary among different cultures.	P I U H	K5 K6 K7	3	2	10.5	See goal 1. Also: (C) Differences/ Differentiation
7. The student knows ways the structures and functions of families change over time (e.g., as educational, political, religious, economic institutions formalize and extend their respective powers-services into areas formerly left up to family tradition, family jurisdiction).	P I U H	K4 K6 K7	3	2	10.5.3.4 10.5.5 10.6.4.3.3	See goal 1.
8. The student knows ways community social and physical characteristics affect family structures, functions and processes.	P I U H	K6 K7 K8	1 2 3		9.7.3 10.5 10.6.4.3.3	See goal 1.
9. The student knows ways intergroup and intragroup conflict affects family cohesion.	P I U H	K6 K8	3	1 2 4	8.3.1 9.7.2 10.5	See goal 1. Also: (C) Cohesion-integration
10. The student knows ways community and societal norms and values affect family cohesion.	I U H	K3 K8	3	1 2 4	1.2 9.7 10.5 10.6.4.3.3	See goal 1. Also: (C) Cohesion-integration

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10.6 Subject fields: areas of analysis
10.6.3 Social Institutions

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.6.3.2 Religion (See also: 4.3.5.3 Belief systems)						
1. The student knows that sociologists define religion as a unified system of beliefs and practices relative to sacred things, uniting into a moral community all those who adhere to those beliefs and practices.	I U H	K2	3 4	2	1.2 4.3.5 9.7	(V) Unity of Purpose (Consensus) (V) Religious Institutions (V) Mores (V) Cultural knowledge (V) Reverence (C) Ideology (C) Social system
2. The student knows ways religious institutions are interdependent with other social institutions.	P I U H	K3 K5 K7	3 4 5	2 3	7.5.3.4 10.5.2	See goal 1. Also: (C) Interdependence (C) Institution
3. The student knows ways religious institutions affect social cohesion, individual identity, social control, norms, values and attitudes.	P I U H	K7	3 7 8 11 12	2	5.3.2 9.7 10.5.2.3 10.5.3.3 10.5.4	(V) Modifying (V) Social morality (C) Norms (C) Cohesion-integration
4. The student knows various social components of religious institutions including ritual, feeling, organization and belief.	P I U H	K3 K4 K5	12	2	4.3.5 10.5.2.5 10.5.3.4	(V) Mysticism (V) Prayer (C) Social control
5. The student knows ways family, societal and world organizational structures and functions affect religious institutions.	U H	K4 K6 K7 K8	2 3 6 7 12	2	5.3.2 10.5.2 10.5.5	(V) Adapting (C) Consensus (C) Social change
6. The student knows names, principal beliefs-practices, and societal functions of religions dominant in populations studied (the world, a society, a group, etc.)	P I U H	K1 K3 K7	2 3 11 12	5	4.3.5.3	See goal 1. Also: (V) Social ideals (V) Cultural beliefs (V) Knowledgeability

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10.6 Subject fields: areas of analysis
10.6.3 Social Institutions

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.6.3.3 Education (See also: 10.7.1.7 Sociology of education)						
1. The student knows ways educational institutions do symbolic and practical work for the social system including cultural transmission, social integration, innovation, selection and allocation, and personal development.	P I U H	G2 K2 K3 K7	2 3 6	1 2	3.1 4.3.1.3 4.3.5 8.4 10.5	(V) Cultural skills (V) Cultural knowledge (V) Educating (V) Schools (V) Literacy (C) Institution (C) Cohesion-integration (C) Enculturation (C) Socialization
2. The student knows ways educational institutions allocate students to present and future roles in the social and economic system.	P I U H	K2 K4 K7 K8	2 7 9 10 13	2 4	9.5 10.5.2.1 10.5.2.2 11.	See goal 1. Also: (C) Distribution (C) Status
3. The student knows ways educational institutions are interdependent with other institutions.	P I U H	K3 K5 K7	7	2 3	10.5	(C) Interdependence (C) Institution
4. The student knows ways educational institutions and individual identity interact.	P I U H	K3 K8	3 7 9 12	3 4	8.4.4 8.4.5 9.6.1 10.5.4	(V) Individuality
5. The student knows ways an individual's socially learned values, attitudes and interaction patterns affect his/her educational status and achievement.	I U H	K3 K6 K7 K8	3 7 8 9 12	3 4 5	1.2 9.7 10.5.2.1 10.5.2.2 10.5.3	(V) Individuality (V) Freedom of inquiry (C) Status (C) Mobility

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10.6 Subject fields: areas of analysis
10.6.3 Social Institutions

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.6.3.4 Economic institutions (See also: 5.5 Modern economic institutions)						
1. The student knows ways economic and other social institutions are interdependent, including family, religious, educational, political, leisure and art institutions.	P I U H	K3 K5 K7	2 3 8 11	1 2 4	5.3 10.5	(V) Policy Making (C) Mass society (C) Interdependence (C) Material cultur (C) Economic syste
2. The student knows various sociological functions of economic institutions (e.g., production, distribution and consumption; social control; power, status and material sanctions; increases and decreases structural strain).	P I U H	K3 K5 K7 K8	3 5 12	1 2 4	5.1.2 5.3.3 5.3.4 10.5	See goal 1. Also: (V) Access to resources (V) Social responsibility (C) Stability (C) Distribution (C) Production
3. The student knows meanings of terms for socio-politico-economic systems (e.g., welfare state, socialism, capitalism, fascism, communism).	I U H	K1 K3 K6	2 11 13	1 2 4	5.7 8.5.4 8.5.5	(V) Models (C) Economic syste (C) Social system
4. The student knows ways economic status and role affect individual identity, peer relations, and family and community cohesion.	I U H	K3 K7 K8	3 7 8 12	1 2 3 4	5.6.2 9.7 10.5.2.1 10.5.2.2 10.5.3	(V) Adapting (V) Personal growth and development (C) Socialization (C) Values
5. The student knows ways economic power affects societal norms, values, sanctions, services and communications.	U H	K3 K8	3 7 8	1	1.2 10.5.2 10.5.3	(V) Adapting (C) Cohesion-integration (C) Norms (C) Values
6. The student knows differences in the social-psychological significance of economic status in caste- and class-structured societies.	U H	K5 K7	1 2 3	2		See goal 1.

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10.6.3 Social institutions

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.6.3.5 Political institutions (See also: 4.3.5 Political organization; 8.3.2 Consensus; 8.4.6 Political culture)						
1. The student knows that political and other social institutions are interdependent.	P I U H	K3 K5 K7	2 3	2 4		(C) Interdependence (C) Institution
2. The student knows societal functions characteristic of political institutions (e.g., formal social control, defense of social territory; authoritative allocation of values; maintenance of consensus, cohesion; continuity; collective decision-making).	P I U H	G1 K2 K3 K7	2 3 6 8	2 4	8.3.1 8.3.2 8.3.3 8.4.2 8.4.3	(V) Stability (V) Adapting (V) Social responsibility (V) Unity of purpose (C) Social control (C) Decision making (C) Government (C) Law (C) Consensus
3. The student knows that political institutions of different societies represent varying degrees and types of control over the individual and over groups.	I U H	K3 K5	2 11 13	2 4	8. 10.5	(V) Individuality (C) Social control
4. The student knows meanings for various types of formal political order (e.g., totalitarian, democracy, constitutional monarchy).	I U H	K1 K3 K6	2 3	2	8.	See goal 3. Also: (C) Political system (C) Social system
5. The student knows sources, characteristics and functions (manifest and latent) of specific political processes, structures, ideologies, etc. institutionalized within social systems under study.	I U H	K3 K4 K7	1 2 3 10 12 13			

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10.6 Subject fields: areas of analysis
10.6.3 Social institutions

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.6.3.6 Leisure and arts (See also: 4.3.5.6 Expressive culture; 10.5.3.4 Mass communication and persuasion)						
1. The student knows that leisure and arts are interdependent with other social institutions.	P I U H	G2 K6 K7 K8	3	2	7.5.3 10.5.3.3	(V) Cultural knowledge (V) Cultural arts (C) Civilization
2. The student knows major trends/ stages in Western civilization from which the concept of leisure, and the experience of leisure on a mass societal scale emerged as legitimate contemporary institutions.	I U H	K4 K6	2 3 13	2	5.2.1 5.2.2 5.3 5.5.1.2 7.5.3 8.5.4	See goal 1. Also: (V) Productivity (V) Literacy (V) Freedom (C) Independence (C) Mobility (C) Mass society (C) Human dignity
3. The student knows how leisure differs from times allocated to recreation, fellowship, inspiration, entertainment, etc. by tradition (e.g., folk and religious holidays, ceremonies, festivals) or by law (e.g., school attendance; courses in gym, music, art, literature).	I U H	K5	2 3	2	5.1.2 5.4.1.1	See goal 1. Also: (V) Individuality (V) Freedom (V) Self-fulfillmer (V) Enjoyment (C) Choice (C) Freedom (C) Independence (C) Rationality (C) Time
4. The student knows ways a society's values, attitudes, shared understandings and history are reflected in and shaped by artistic and leisure institutions.	P I U H	K4 K5	3 8 11	1 2 4	1.2 9.7	See goal 1. Also: (V) Images (V) Symbols (C) Values (C) Culture
5. The student knows principal uses of leisure by groups, classes, communities or societies studied.	P I U H	K3	1 2 11 12 13		4.3.5.6	See goal 1.

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10.6 Subject fields: areas of analysis
10.6.3 Social institutions

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.6.3.6 Leisure and arts (Cont.)						
6. The student knows ways individual artistic and leisure behavior is constrained, encouraged and shaped by social values, understandings and processes.	P I U H	K2 K6	3 8 11	2 4	1.1 1.2 3.1 3.2 9.5 9.7 10.7.1.6	(V) Social sensitivity (V) Self-expression (C) Socialization (C) Competition (C) Cooperation (C) Learning (C) Social control
7. The student knows psychologically and societally integrative functions of athletic competition (amateur, professional; for participants, backers, fans, communities) on local regional, national and international scales.	I U H	K7	1 2 3 11 12 13	2	2.6.3 10.5.2.3 10.5.3.2 10.5.3.3 10.5.4	See goal 1. Also: (V) Order (regularity) (V) Competing (V) Cooperating (V) Pluralism (V) Brotherhood (C) Cohesion-integration
8. The student knows ways contemporary "pop culture", spectatorism, etc. compete with and complement more traditional arts and pastimes.	U H	K6 K7	2 3 7 11	2 4		See goal 1. Also: (C) Mass society
9. The student knows functions of leisure in childhood and adolescent socialization and development.	P I U H	K7	3 8	2 4	9.5 10.5.3.1	See goal 1. Also: (V) Personal growth and development
10. The student knows the contemporary American trend toward leisure roles, rather than jobs, being primary sources of adult identity and self-fulfillment.	I U H	K4	1 2 7 11 12 13	2 4	7.4.2.15 11.2	See goal 1.

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10.6 Subject fields: areas of analysis

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.6.4 Social problems						
1. The student knows that social problems are conditions affecting a significant number of people in ways considered undesirable, about which it is felt something can be done through collective social action.	I U H	K2 K9	3 7			(V) Problem solving (V) Social sensitivity (V) Social concern
2. The student knows categories into which sociologists group common social problems including: a) minority problems; b) problems of deviance; c) structural strains, and features distinguishing these categories.	U H	K2 K5 K9	3 4 7			See goal 1.

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10.6 Subject fields: areas of analysis
10.6.4 Social problems

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.6.4.1 Minority problems						
1. The student knows that the term minority group identifies a social condition, not necessarily a quantitative fact.	P I U H	K1 K3 K5	3 6 7	4	1.2.2 2.3.1 4.3	(V) Personal growth and development (V) Pluralism (C) Competition (C) Group (C) Social class
2. The student knows criteria by which a minority group is recognized or labeled as such: a) in common usage; b) by sociological definition (e.g., a group perceived as sharing goals, identity, needs and values not best served by dominant social structure).	I U H	K2 K3 K9	3 6 7 13	2 4	2.1.1 5.1 8.4.4 8.4.5 9.7 10.5.2.2	See goal 1. Also: (V) Access to resources (V) Equal protection under the law (V) Modifying (V) Equality (V) Opportunity
3. The student knows ways an individual may belong to a number of minority groups and also to the majority (e.g., middle income Irish young person, middle income Black woman).	I U H	K1 K3 K4 K5	2 3 7 11 13	4	2.3.3 10.5.2.1 10.5.2.2	See goal 1. Also: (V) Individuality (V) Diversity
4. The student knows that most societies have many minority groups, and that a common term for this phenomenon is "pluralist society."	P I U H	G2 K3	2 3 7	4	1.1.3 1.2.2 4.2 4.3.1.2 10.5.2.4	(V) Pluralism (V) Cultural knowledge (C) Cohesion-integration
5. The student knows ways problem-solving attention in the United States is currently focused on various minority groups including age, race, class, sex and ethnic groups.	P I U H	K4 K5 K6 K10	7 8	2 3 4	1.2 2.6.3 4.3.5 7.4.2.15	See goals 1 and 2. Also: (C) Conflict

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10.6 Subject fields: areas of analysis
10.6.4 Social problems

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.6.4.1 Minority problems (Cont.)						
6. The student knows ways minority problems are addressed including competition, cooperation, mass communication, social movements, legislation, economics, education, etc.	I U H	K5 K6 K7	3 7 8	2 4	2.6.3 5.6.1.3 5.6.2.1 7.4.2.15 8.3 8.4 10.5.3.4 10.5.5	See goal 1. Also: (V) Dissenting (V) Justice (V) Policy making (C) Mass society (C) Social organization (C) Conflict (C) Social change
7. The student knows ways competition for economic, social and other rewards affects the social conditions of minority groups.	I U H	K4 K5 K7 K8	2 3 7 8	1 2 3 4	5.1 8.3 8.4	See goal 1. Also: (C) Status (C) Social change (C) Scarcity
8. The student knows ways power is used to gain a competitive advantage over a minority group.	I U H	K5 K7 K8	3 7 8	2 3 4	8.4.1 8.4.4 8.7.2.7	See goals 1 and 2. Also: (C) Status
9. The student knows ways prejudice and discrimination hinder a minority group from gaining desired goals and help a majority to gain a larger share of desired goals.	P I U H	K2 K5 K6 K7 K8	2 3 7 8 12	2 3 4 5	4.3.1.2 10.5.2 10.5.3	See goals 1 and 2. Also: (C) Status
10. The student knows ways discrimination affects societal stability.	I U H	G2 K2 K5	7 12	1 4	1.1.3 10.6.4.3	(C) Stability (C) Social organization
11. The student knows ways social change and minority problems are related.	I U H	K4 K5 K10	3 7	3 4	1.2 10.5.5	(V) Complexity (V) Maintenance of resources (C) Social change
12. The student knows current social conditions which tend to perpetuate various minority problems (employment, housing, education, failure to recognize contributions).	I U H	K4 K5	2 7 13	3 4	5.6 9.5 9.6.3 9.7 10.6.3	See goal 2. Also: (V) Preservation of resources

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10.6.4 Social problems

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.6.4.1 Minority problems (Cont.)						
13. The student knows various stereotypes, attitudes, behaviors often falsely applied to minority groups as a rationalization for discrimination.	P I U H	K2 K5 K10	7 8	1 4	2.1.1 2.2 2.6.4	(V) Images (V) Equality (V) Adequacy as basis for actior or decision (C) Personality
14. The student knows ways social structures and minority group conditions change together.	P I U H	K4 K5	3 7	3 4	10.5 10.6.4.3	See goal 1. Also: (V) Social ideals (C) Social change (C) System
15. The student knows ways minority group status affects (positively and negatively) individual identity and deviant behavior.	P I U H	G2 K3 K5 K8 K12	3 7 13	1 2 3	9.6.3 9.7.3 10.5.3	See goals 1 and 2. Also: (V) Self-respect
16. The student knows ways the economic needs of a society affect dominant majority treatment of minorities.	I U H	G2 K4 K5 K9	7 13	1 2 4	5.1 5.4.1 5.6 5.8	See goals 1 and 2.
17. The student knows ways minority groups endeavor to preserve and enhance group identity.	P I U H	K5 K6	11 13	2 4	7.4.2.15 7.4.3 9.7 10.5.3.4	(V) Appreciativeness (V) Individuality (V) Self-respect

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10. Sociology
10.6 Subject fields: areas of analysis
10.6.4 Social problems
10.6.4.1 Minority problems

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.6.4.1.1 Racial minorities						
1. The student knows that a racial minority may be viewed as a group of people which is perceived as different from the dominant majority on the basis of common physical characteristics.	P I U H	G2 K3 K9	1 13		4.2 9.4.2	(V) Pluralism (V) Diversity (C) Cohesion-integration (C) Group
2. The student knows the relative nature of the term "racial minority" (e.g., a Caucasion is perceived as a minority member in Ghana).	P I U H	K5 K9	3		2.1.1 9.4.2	See goal 1.
3. The student knows historic origins of various racial minorities in the United States (e.g., many Blacks entered through the slave trade; Chinese and other Asians were imported as inexpensive labor for railroad expansion and mining; Native Americans were officially deprived of their homelands).	P I U H	K5	2 11 12 13		7.4.2 7.5.3.6	See goal 1. Also: (V) Social morality (C) Social organization (C) Social change
4. The student knows that there is no conclusive evidence establishing the mental or physical superiority or inferiority of any race.	P I U H	G1 K5	1	3 4	2.2 4.1	(V) Social morality
5. The student knows ways racial attitudes and feelings affect international policies.	I U H	K3 K5 K8	3 7	1	5.6.2.3 5.7.4 6.4.5 8.9.1	See goal 1. Also: (C) Conflict

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10.6 Subject fields: areas of analysis
10.6.4 Social problems
10.6.4.1 Minority problems

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.6.4.1.2 Ethnic Minorities (See also: 6.4.7 Ethnic patterns in the U.S.)						
1. The student knows an ethnic minority is a group of people perceived as different from the dominant majority on the basis of socially acquired characteristics such as language, religion, national origin and culture.	P I U H	G2 K2 K3 K9 K10	3 8 11	2 4	2.1.1 9.4.2	(V) Pluralism (V) Diversity (V) Appreciativeness (V) Cultural knowledge (C) Group
2. The student knows that the common cultural heritage of an ethnic minority may be reflected in characteristic language, values, norms, customs and religion.	P I U H	K3 K5 K10	2 11 12 13	2 4	4.3.3.2	See goal 1.
3. The student knows subcultural characteristics of the principal ethnic minorities in American society.	I U H	K3 K10	2 11		4.3.5	See goal 1.
4. The student knows that an ethnic minority exists in a society only until it becomes assimilated to such an extent that its distinctive characteristics are no longer apparent or perceived as significant.	P I U H	G2 K5 K7	3 12	2 4	6.4.7	See goal 1. Also: (C) Social change
5. The student knows historic origins of various ethnic groups in American culture (e.g., the great influx of Irish during the famine and economic collapse in Ireland; the emigration of Jews from Europe during oppressive political regimes).	I U H	K4 K5 K7	2 13		7.4.3	See goal 1. Also: (C) Social change

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10.6.4.1.2 Ethnic minorities (Cont.)						
6. The student knows ways various ethnic groups are discriminated against in American Society.	P I U H	K2 K5 K10	2 7	2 3	5.1 5.8	(V) Personal growth and development (V) Social morality
7. The student knows ways ethnic groups seek to preserve their group identity.	P I U H	K2 K7	2 12	4	9.7 10.5.3.4	(V) Appreciativeness (V) Individuality (V) Self-respect
8. The student knows ways ethnic attitudes and feelings affect international policy.	I U H	K3 K5 K8	3 7	4	5.6.2.3 5.8 6.4.5 8.9.1	(V) Pluralism (C) Conflict

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10.6.4.1.3 Women						
1. The student knows that there is no conclusive evidence of mental or physical superiority or inferiority based on sex.	P I U H	G1 K5	1 7	1 2 3 4	2.2 4.1	(V) Equality (C) Equality
2. The student knows ways family, community, society and world social structures depend upon legal-political, economic and social discrimination against women.	P I U H	K2 K5 K7	2 3 8 13	1 2 3 4	1.2 5.1 10.5.1 10.5.2	(V) Personal growth and development (C) Human dignity
3. The student knows ways values, attitudes, norms and expectations affect the roles women fill and seek.	P I U H	K2 K5 K8	2 6 8	1 2 3 4	1.2 9.7 10.5.3 10.5.4	See goal 4. Also: (C) Independence
4. The student knows particular problems related to sexual discrimination, as compared with discrimination by race, religion, ethnic orientation or age (e.g., the profound implications of such discrimination relative to child-rearing, the quality of interpersonal relationships between members of same or different sex, role definition and "fit", and diversity of participation in social institutions).	P I U H	K2 K5 K8	3 7	1 2 3 4	9.5 9.7 10.5.3 10.6.3	(V) Equality (V) Access to resources (V) Personal growth and development (C) Human dignity (C) Role (C) Status (C) Economic system (C) Social change
5. The student knows various indicators of the current social status of women in American society (e.g., predominant roles, relative roles of remuneration and degree of involvement in the job market).	I U H	K2 K5 K9	5 6	3 4	2.1 10.4	See goal 4.
6. The student knows ways income discrimination against women affects families headed-supported by women.	P I U H	K3 K5 K8	3 9 12	1 4	5.1 5.6.1.3	See goal 4. Also: (C) Material culture

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10.6.4.1.3 Women (Cont.)						
7. The student knows formal and informal ways in which women have been discriminated against in American society.	P I U H	K2 K4 K5	2 7 8	1 2	10.5.2	See goal 4.
8. The student knows impact of technology in the changing roles of women.	P I U H	K8		1 2	5.6.2.2	See goal 4. Also: (C) Material culture
9. The student knows ways responsibility and privilege roles are filled differentially by sex category in the home.	P I U H	K2 K5 K7	3 7 8	1 2 3 4	8.4.1 9.5.1 10.5.2.2 10.5.3.1	See goal 4.
10. The student knows ways discriminatory sex attitudes and norms affect international policy.	I U H	K4 K5	7		5.6.2.3 5.8 8.9	(C) Economic system (C) Human dignity
11. The student knows ways mass media communicates attitudes about women.	P I U H	K5	7 13	1 2 3 4	1.2 10.5.3.4	See goal 4.
12. The student knows current data regarding economic status of women in the American labor force, under federal and state laws, etc.	I U H	K3 K5	7	2		See goal 4.
13. The student knows historic and current leaders, organizations, objectives, and accomplishments of women's movements.	I U H	K1 K4 K6	2 7 13	5	7.4.2 7.5.3	

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10.6.4.1.4 The aged						
1. The student knows social adjustments and problems characteristic of the aged in American society (e.g., retirement, less active social roles, loss of spouse or other relatives, fixed income, housing changes and reduced vitality).	P I U H	K5 K8	7 12	1 2 3	1.2 9.6.3	(V) Access to resources (C) Human dignity (C) Status (C) Economic system
2. The student knows sociological factors which have increased life expectancy and precipitated a larger proportion of aged in American society (e.g., increased affluence and satisfaction of basic physical needs, and sophistication of medical technology).	I U H	K3 K4	2 3 7 12	1 2 3	10.5.5	See goal 1.
3. The student knows ways the goals, processes and structures of American society hinder the attainment by the aged of a fair share of societal rewards.	I U H	K8	1 3 7	2	1.2 10.5.1 10.5.2 10.5.3	(V) Equality (C) Social organization
4. The student knows examples of current social programs designed to better integrate aged Americans into the culture (e.g., organizations of retired businessmen as consulting bodies; utilization of the aged in community planning boards).	I U H		7 8	1 2 3	10.7.1.3 10.7.1.4	See goal 1.

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10.6.4.1.5 The poor (See also: 5.6.1.3 Income distribution; 10.6.4.3.2 Poverty)						
1. The student knows various factors which may be involved in establishing a social "poverty" level, (e.g., on the basis of income and family size, in the context of sub-cultural traits, or in quality of residence or material possessions).	I U H	K2 K3 K5	3 7	1 2 3 4	1.2 5.5.4.5 5.6.2.1	(V) Access to resources (V) Social responsibility (V) Policies (C) Economic system (C) Human dignity (C) Social needs
2. The student knows the current government standards and criteria which establish a "poverty" level in America.	U H	K2 K5	3	1	5.5.4.5	See goal 1.
3. The student knows particular problems characteristic of impoverished life in America (e.g., lower quality of education available or affordable, higher levels of local crime and delinquency, inadequate income to meet family needs, unemployment or underemployment, inadequate financial security, poor housing, lack of access to health care).	P I U H	K3 K5	6 7 13	1 2 3 4 5	6.4.7	See goal 1. Also: (C) Mobility
4. The student knows that poverty is a condition common to many members of American society.	P I U H	G2	1	1	5.8	See goal 1.
5. The student knows examples of federal, state and local programs designed to aid or help support impoverished citizens (e.g., welfare, food stamp programs, unemployment insurance, and government work projects).	P I U H	K3 K4 K7	7 12	2 3 4 5	10.7.1.3 10.7.1.4	See goal 1. Also: (C) Political system

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10.6.4.1.5 The poor (Cont.)						
6. The student knows ways poverty affects individual identity and deviance.	P I U H	K7 K8	3 7 12	1 2 3	9.5 9.6 9.7	See goal 1. Also: (V) Personal growth and development
7. The student knows ways poverty affects stability, structure, roles, values and attitudes in the family and community.	P I U H	K7 K8	3 7 13	1 2 3	1.2 10.5.3	See goal 1. Also: (V) Self-fulfillment (V) Self-respect
8. The student knows relationships between poverty and significant historical periods in American history (e.g., WWI, The Great Depression, Today).	I U H	K4 K7 K8	2 7 12		7.4.2	See goal 1.
9. The student knows factors which tend to reinforce the social, political and economic status of impoverished people (e.g., an inflationary economy with high rate of unemployment, poor educational opportunities, exploitative employers, lack of general social commitment to develop human resources).	P I U H	K2 K3 K4 K7	2 6 7 12 13	1 2 3 4 5		See goal 1. Also: (C) Social change (C) Social class
10. The student knows that structural impediments exist for the poor and uneducated denying them access to the institutional means for achieving culturally desired goals, and that this institutionalized blockage perpetuates poverty among the disadvantaged.	I U H	K2 K3 K4 K7	3 6 7 12 13	1 2 3 4 5	10.5.2	See goal 1. Also: (C) Social system (C) Social organization

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10.6.4.2 Problems of deviance (See also: 10.5.4 Social deviance)						
1. The student knows ways problems of deviance may be defined (e.g. as arrays of behavior a society regards as unacceptably undesirable, offensive; as problems involving people a society has labeled as deviants; as increase in volume or variety of deviance occurring within a population).	I U H	K2	3 4			(V) Diversity (V) Complexity (V) Models (C) Social control (C) Norms
2. The student knows ways a society may respond to increases in the volume or variety of deviance within its membership.	I U H	K8	1 2 3 9		8 10.5.3.3	See goal 1. Also: (V) Policy making (V) Security, collective (V) Social morality (C) Social change
3. The student knows ways that modern Western response to problems of deviance has been conditioned by early "scientific" theories that more recent studies disprove or discredit; e.g.: a) biological theories of criminal deviance (Lombroso, Horten, Sheldon, the Gluecks); b) psychological theories tying criminality to intelligence (Binet), personality traits, psycho-sexual development (Freud).	U H	K4	2 4 10 12		1.2.3 2.2.1 2.2.4 9.1.2	See goal 1. Also: (V) Predictive validity (V) Adequacy as basis for action of decision
4. The student knows major sociological approaches to the explanation, prediction or analysis of social deviance problems, including constraint, frustration, value conflict, and sub-cultural conformity theories.	I U H	K2	3 4 6 8 10		9.5 9.6 9.7	See goal 1. Also: (V) Insight (V) Knowledgeabilit

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10.6.4.2.1 Crime (See also: 10.5.4 Social Deviance)						
1. The student knows various perspectives of deviance which may be employed in the analysis of each type of deviance (e.g., Social Structure and Opportunity, Conflict Perspective, Labeling Perspective).	U H	K2 K5 K6	3 8	3 5	2.1.1 8.3 8.4 10.6.4.2 10.7.1.1	(V) Adapting (V) Social morality (V) Problem solving (V) Self-respect (C) Norms (C) Socialization
2. The student knows the effect of "self-fulfilling prophecy" and social expectation on the development of criminal behavior.	P I U H	K3 K8	3 7 8 12	1 3 5	9.5 9.6 9.7 10.3 10.6.4.2	See goal 1.
3. The student knows relationships between frustration and deviance (e.g., Merton's theory of anomie).	P I U H	K3 K8	3 9 12	3 5	1.1 9.6 9.7 10.3	See goal 1.
4. The student knows ways societal responses to criminal acts differ depending on how the actor is perceived, the circumstances of the behavior and the social conditions of the actor (e.g., prostitution is a two-person behavior, but only one person is punished).	P I U H	K3 K5 K6 K10	3 8 9 12 13	3 4 5	1.2 2.1.1 10.3	See goal 1. Also: (C) Justice (C) Law
5. The student knows that criminal laws are drafted by government bodies to formalize a societal response.	P I U H	K2 K6 K7	3 10 12	2 4	1.2 8.5.4 8.7	See goal 1. Also: (C) Law
6. The student knows ways social structures and functions affect the definition of behaviors as crimes and non-crimes.	I U H	K3 K4 K5 K9	8	2 4	1.2 10.5.2 10.5.3.3	See goal 1. Also: (C) Structure

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10.6.4.2.1 Crime (Cont.)						
7. The student knows meanings for terms commonly used to describe criminal activity (e.g., larceny, bribery, rape, extortion, murder, prostitution, fraud).	I U H	K1	6	1 2 3 4		See goal 1. Also: (C) Law
8. The student knows problems and issues of current importance in the criminal justice system (e.g., victimless crime, public safety, individual rights, drug use and abuse).	I U H	K3	7 8 13	2 3 4	1.1 8.5.4	See goal 1. Also: (C) Justice
9. The student knows significant current trends in criminal activity in the United States (e.g., rape, white collar crime).	I U H	K4	6	2	5.8 10.5.3 10.6.4.1	See goal 1. Also: (C) Law (C) Justice
10. The student knows that criminal activity is often classified on the basis of situational criteria (e.g., predicament, habit, ignorance, occupation, psychopathic).	U H	K3 K4 K5 K6	3 7 12	2 4	9.6.3 10.5.3	See goal 1. Also: (C) Law
11. The student knows factors which contribute to the problem of gathering reliable data about the extent or nature of criminal activity (e.g., many crimes are not reported, inconsistent law enforcement, and inconsistent definition of what constitutes a crime).	I U H	K3 K5 K10	2 7 8	2 4		See goal 1. Also: (C) Law (C) Justice
12. The student knows substantive concepts and implications of various theories about causes of crime in America.	U H	K2 K3 K6	3 12		8.3 10.3 10.5.3	See goal 1.

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10.6.4.2.1 Crime (Cont.)						
13. The student knows ways crimes are differentially regarded depending on the status of the people committing them (e.g., chemical pollution deaths, bank robbery, theft from consumer by misrepresenting product, and shoplifting).	P I U H	K3 K5 K10	2 7 8 9 10 13	1 2 4	1.1 1.2 2.1.1	See goal 1. Also: (C) Law
14. The student knows ways correctional institutions promote and discourage crime.	P I U H	K7 K8	3 7	2 4	9.6.3 10.5.3 10.7.1.1	See goal 1.
15. The student knows ways "latent and manifest function" concepts can be used to explain events in the criminal justice system.	U H	K3 K8 K10	3 13		10.3	See goal 1.
16. The student knows ways the criminal justice system affects the socialization processes of involved individuals (e.g., accused, prisoner, guard).	I U H	K3	3 8 12 13	1 2 3 4 5	1.1 9.6 9.7	See goal 1.

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10.6.4.2.2 Juvenile delinquency						
1. The student knows the meaning of the terms status offense and status offenders.	P I U H	K1 K3	3		10.7.1.1	(C) Law
2. The student knows ways delinquent juvenile behavior and adult criminal behavior is differentially treated.	I U H	K2 K5 K9	12	4	10.5.3.3 10.7.1.1 10.7.1.4	(C) Justice (C) Law
3. The student knows ways juvenile legal rights and moral responsibilities differ from those of adults.	P I U H	K3 K5 K9	7 12	4	1.2 8.5.4 8.8	(V) Social morality (C) Justice
4. The student knows elements of the juvenile justice system and associated systems, in the local community and in the United States.	I U H	K3 K5 K7	10 12 13		8.7.3.4 10.7.1.1	(C) Justice
5. The student knows types of offenses commonly involving juveniles.	I U H	K2 K5	7	4	8.8	
6. The student knows ways family, peer, community, and societal conditions affect juvenile delinquency.	I U H	K3 K6	3 7	2 3 4	9.6 9.7 10.6.4.3.5	(V) Self-respect (C) Norms (C) Socialization
7. The student knows community services available to juveniles.	I U H	K2	7	4		(C) Justice
8. The student knows ways frustration, alienation, identity and self-image affect delinquent behavior.	I U H	K3 K8	9 12	2 3 4	5.6.2.2 9.5 9.6 9.7	See goal 6. Also: (V) Adapting

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10.6.4.2.3 Alcoholism						
1. The student knows ways alcoholism affects addicted persons, their families and society.	P I U H	G2 K4 K8	1 7	2	10.6.4.3.3 10.6.4.3.4	(V) Health (V) Social sensitivity
2. The student knows current rates of alcohol addiction in America, by age, sex, class, and other social variables.	I U H	K3 K4 K6	1 7			See goal 1. Also: (V) Objectivity (V) Relevance
3. The student knows the statistical evidence of alcohol's role in traffic fatalities, child abuse, assault and murder.	I U H	K3 K8	1 6 7			See goal 1.
4. The student knows ways society promotes alcohol use, and tolerates alcohol abuse-addiction (e.g. viewing drunkenness as comic or "macho").	I U H	K3 K8	3 7		10.5.3.3 10.5.3.4	See goal 1. Also: (C) Norms
5. The student knows ways self image, alienation, identity and frustration affect and are affected by alcohol consumption.	I U H	K3 K8	3 7	4	9.5 9.6 9.7	See goal 1. Also: (V) Personal growth and development
6. The student knows principal stages of alcohol addiction, and symptoms of each.	I U H	K3 K4	1			See goal 1.
7. The student knows agencies-programs treating stages and types of alcoholic problems in which he or she, peers, and/or family members may be involved.	I U H	K1 K2 K6	6 9			See goal 1. Also: (V) Access to resources (V) Social responsibility
8. The student knows major current issues and findings of research into causes, diagnosis and treatment of alcoholism.	U H	K3	4 7 12			See goal 1. Also: (V) Adequacy as basis for action or decision (V) Predictive validity

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10.6.4.2.4 Drug abuse						
1. The student knows that cultural norms and social role definitions are significant factors in determining patterns of drug use.	P I U H	G2 K3	3 9 12	3 4	2.6.2 10.5.3 10.6.4.3	(V) Health (V) Judgment (C) Norms (C) Role
2. The student knows that drug use is a common practice in American culture (i.e., most Americans consume drugs such as caffeine, alcohol, nicotine).	P I U H	K3	9 12	3 4	1.2 2.3.3 10.5.3	See goal 1.
3. The student knows that there is no clear distinction between drug use and drug abuse, but that there are some qualitative statements commonly made about drug abuse (e.g., "drug abuse occurs when extensive or prolonged physical, psychological, or social damage accrues from the use of drugs").	P I U H	K2	3 9 12	3 4 5	9.4 2.1.1	See goal 1.
4. The student knows meanings of terms commonly used in the context of drug use (i.e., psychological dependence, physical dependence, tolerance, and physical or psychological dysfunction).	I U H	K1 K2	3 9 12	3 4	9.4 9.5 9.6 9.7	See goal 1.
5. The student knows that a list of commonly abused drugs includes forms of opiates, hallucinogens, barbiturates, and amphetamines.	P I U H	K1	3 12	3 4	2.3.3	See goal 1.
6. The student knows that social roles and relationships are important in the introduction of the user to drugs (i.e. sociological studies indicate that people learn to take drugs through close association with drug users).	P I U H	K2 K6	3 9 12	3 4	10.5.3	See goal 1.

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10.6.4.2.4 Drug abuse (Cont.)						
7. The student knows that people use drugs for many different reasons (e.g., curiosity, carelessness, escape experiences, peer pressure, relief of boredom, transcendental experiences, medical prescription).	P I U H	K2 K6	3 7 8 9 12	3 4 5	9.4 9.5 9.6 9.7	See goal 1.
8. The student knows current federal and state laws which are designed to regulate or curb drug abuse.	I U H	K2	7		8.7	See goal 1. Also: (C) Law
9. The student knows ways self-image and emotional state affect and are affected by drug use.	P I U H	K3 K7	8 12	3 5	9.4 9.6	See goal 1.
10. The student knows ways norms and values affect drug use.	P I U H	K3 K7	8 12	3 5	1.1 10.5.3	See goal 1
11. The student knows government and community agencies which provide services to people with problems related to drug abuse (e.g., narcotic addict rehabilitation program, methadone program, contact centers).	P I U H	K2	7		10.7.1.4	See goal 1.

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10.6.4.2.5 Mental illness						
1. The student knows meanings of terms commonly used to describe mental illnesses and disorders (e.g., dementia, amentia, psychosis).	U H	K1 K3	3		2.3.3	(V) Health (V) Adapting (C) Adjustment
2. The student knows that mental illnesses may or may not be associated with organic (i.e., physical) conditions.	I U H	K3	3 12		9.4 9.5 9.6	See goal 1.
3. The student knows that most people experience an "inability to cope" at some time(s) in their life.	P I U H	K3 K7	3 7 12	4	5.6.2.2 9.6 9.7	See goal 1. Also: (V) Personal growth and development
4. The student knows various perspectives on mental illness (e.g., temporary or enduring inability to cope with social or physical conditions, deviance in need of behavior modification, product of societal ills, chemical factors, noise factors).	I U H	K3	3 7 12	2 4	5.6.2.2 9.6 10.3 10.6.4.3	See goal 1. Also: (V) Personal growth and development
5. The student knows agencies in the local community which provide services to emotionally troubled adults and children.	P I U H	K2 K7	7 12	4	10.7.1.4	See goal 1. Also: (V) Personal growth and development
6. The student knows evidence which supports the hypothesis that environmental factors are significant determinants of mental health (e.g., urban rates of mental illness are higher than rural; large cities show higher rates than small cities).	P I U H	K3 K8	3 7 9 12 13	3 4	5.6.2.2 6.4 10.6.1 10.6.4.3	See goal 1. Also: (C) Mass society (C) Urbanization (C) Technology

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10.6.4.2.5 Mental illness (Cont.)						
7. The student knows characteristics, implications and success rates of various forms of treatment for mental disorders (i.e., psychoanalysis, shock treatment, group therapy, behavior modification).	I U H	K3 K7	3 7	3	9.6.5	See goal 1.
8. The student knows differences between functional and organic mental disorders.	I U H	K3	3		9.6.4	See goal 1.
9. The student knows ways norms and expectations affect emotional well-being.	P I U H	K3 K8	9 13	2 4	1.1 10.5.3	See goal 1. (C) Norms
10. The student knows ways self-image and identity affect emotional well-being.	P I U H	K3 K8	9 13	2 4	9.7	See goal 1. Also: (V) Personal growth and development
11. The student knows ways primary group associations affect emotional well-being.	P I U H	K3 K8	9 13	2 4	9.5 9.6	See goal 1.

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10.6.4.2.6 Suicide						
1. The student knows ways features of social structures affect suicide rates including family, community and societal structures.	I U H	K3 K8	3 7	1 4	6.3.7.4 10.6.4.3.5	(V) Health (V) Personal growth and development (C) Mass society (C) Urbanization
2. The student knows conclusions of important research on factors affecting suicide rates in the United States (e.g., sex, age, locality and secondary group affiliation).	I U H	K3	2 3 7	1 2 4	9.6 10.6.1 10.6.2	See goal 1.
3. The student knows ways societal norms or role expectations may affect the suicide rate (e.g., placement of males in cognitive, unemotional roles may facilitate emotional conflict and suicide).	I U H	K3 K8	2 7 12 13	1 3 4	9.6 10.5.3	See goal 1. Also: (C) Norms (C) Role
4. The student knows specific factors which may precipitate suicide (e.g., decline in status role, loss of pride or honor, extreme feelings of guilt or self-disapproval, feelings of powerlessness, degenerative or terminal illness).	I U H	K3 K8	3 7 12 13	1 3	9.4 9.6 9.7 10.5.3 10.6.4.3.4	See goal 1.
5. The student knows meanings of the terms altruistic, egoistic, and anomic as they are used to describe the various motivations for suicide (Emile Durkheim).	I U H	K3	3		1.1 10.3	See goal 1.

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10.6.4.2.7. Other deviance problems (See also: 9.5 Growth and development; 9.6 Personality and individual differences; 9.7 Group and cultural influence)						
1. The student knows meanings of terms for victimless sex deviant behavior (e.g., homosexual, transsexual, role reversal).	I U H	K1 K3	3 7			(V) Personal growth and development (V) Health (C) Norms
2. The student knows ways family, peer, community and societal factors affect deviant sexual behaviors.	I U H	K3	3 7	2	1.2	See goal 1.
3. The student knows statistics evidencing three forms of child abuse: emotional, sexual and physical (e.g., "battered child").	I U H	K5	7			See goal 1.
4. The student knows ways family, peer, community and societal factors affect child abuse behaviors.	I U H	K3 K8	3 7	2 3	1.1 10.6.4.3	See goal 1. Also: (C) Urbanization (C) Mass society
5. The student knows ways being abused affects child development.	I U H	K3 K8	3 9	2		See goal 1. Also: (V) Self-direction
6. The student knows child and parent behaviors characteristic of a child abusing situation.	P I U H	K3 K9	3 9	2		
7. The student knows local agencies which deal with child abuse problems (e.g., Parents Anonymous).	P I U H	K2	7		10.7.1.4	See goal 1.

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10.6.4.2.7 Other deviance problems (Cont.)						
8. The student knows child legal rights limitations which inhibit discovery and correction of emotional, physical and sexual child abuse.	I U H	K3 K8 K9	7		8.5.4 8.7.3 8.8	See goal 1. Also: (C) Law
9. The student knows ways blindness, deafness and other physical handicaps are responded to as deviance.	P I U H	K3	3		2.1.1 9.4	See goal 1.
10. The student knows ways superior effort, capability, accomplishment ("giftedness", competitiveness, etc.) may be regarded as deviance.	P I U H	K3	3	1 2 4	1.2 9.4 9.7 10.5.2.5 10.5.4	See goal 1. Also: (C) Leadership (C) Morality

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10.6.4.3 Structural Strains						
1. The student knows social-structural strain can occur when any change occurs.	P I U H	G1 K6 K8	3		10.5.5	(V) Adapting (C) Social organization (C) Structure (C) Change (C) Social change
2. The student knows that changes precipitating social-structural strain can be environmental (e.g., earthquake; climatic change), internal-evolutionary (e.g., technological advances), conflict-related, etc.	P I U H	K4 K6 K8	3		4.2.1.1 4.3.1.3	See goal 1.
3. The student knows that currently, social-structural strain is a predominant force in human life, with change as a constant, and the rate of change accelerating.	I U H	K3 K4	1 2 7 13	5		See goal 1. Also: (V) Knowledgeability (V) Resourcefulness (V) Ingenuity (V) Flexibility (V) Problem-solving
4. The student knows meanings of the concepts of change as a constant, future shock, and culture shock.	I U H	K2 K4 K6	3 5 13	5		See goal 1.

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10.6.4.3.1 War						
1. The student knows that the principal causal factors in most modern wars have been economic, social or political in nature (e.g., nations resort to war to increase possession of resources through conquest, to protect and expand markets; desire to sell war materials leads to war-mongering behavior; promoting external enemy as means to unite conflicting internal elements).	P I U H	K3 K8	2 3 7 8 13	2 4	1.2.3 5.3.2 5.3.3 5.3.4 7.4.2 7.5.3.6 7.5.3.7 8.3.1 8.3.3 8.9.1 8.9.2	(V) Peace (V) Order (C) Political system (C) Nationalism (C) Conflict (C) Economic system (C) Equilibrium (C) Government (C) Stability
2. The student knows that international war is a sufficiently frequent condition to be considered statistically "normal".	I U H	K3	2	2 4	6.4.5 7.5.3 8.9	See goal 1.
3. The student knows recent technological developments which have contributed to changing realities of, and attitudes about war.	I U H	K3 K7 K8	3 7 8 13	2 4	6.4.3 6.4.4 6.4.5 8.9.1 8.9.2 8.9.3	See goal 1.
4. The student knows ways terrorism, prolonged civil disorder, long-standing border disputes, invasion, etc. strain a nation's social institutions (e.g., shifting burden of decision-making, of supplying vital products-services, etc. to institutions-facilities that remain operable; fragmenting and/or dislocating families, communities).	I U H	K8	1 2 3 7			See goal 1.

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10.6.4.3.1 War (Cont.)						
5. The student knows how involvement in war abroad may affect domestic social institutions, including: a) disruption of stable relationships between sexes, age groups, ethnic groups, etc.; b) straining, reordering community and family structures, processes, functions; c) acculturation-assimilation of people, ideas, goods, etc. from other countries.	I U H	K8	1 2 3 7		4.3.1.3	See goal 1. Also: (C) Acculturation
6. The student knows ways involvement in war may benefit or stimulate a society's cohesion or unity, its economy, its peacetime technology, etc.	U H	K4 K8			5.6.1.2 5.6.2.1 7.4.2.13	See goal 1. Also: (C) Cohesion-integration
7. The student knows factors which tend to perpetuate war as a social function (e.g., war is deeply rooted in the heritage of most nations: a "collective habit" and institutionalized war; war meets the economic and political objectives of nationalistic or imperialistic social systems).	P I U H	K3 K7 K8	3	2 4		See goal 1. Also: (V) Social ideals (V) Honor (C) Attitudes (C) Norms
8. The student knows ways war behavior in a society (agressiveness, enmity, militarism, etc.) can become non-adaptive, self-destructive and ritualized.	P I U H	K3 K7	3 7	2 4	10.5.1 10.5.2	See goal 1.

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10.6.4.3.2 Poverty (See also: 10.6.4.1.5 The poor)						
1. The student knows ways poverty can increase structural strain (e.g., fewer society-wide shared values, attitudes and experiences, and less need satisfaction).	I U H	K3 K4 K8	3 7 13	2 4 5	5.6.2.1 7.4.2 10.5.1 10.5.2	(V) Unity (V) Order (C) Stability (C) Equilibrium (C) Norms (C) Attitudes
2. The student knows ways poverty can decrease structural strain by requiring individuals' concentration on behavior associated with survival roles.	I U H	K3 K4 K8	3 7 13	2 4 5	1.2.3 9.7.2 10.5.2.3	See goal 1. Also: (V) Problem solving (C) Role
3. The student knows ways poverty has induced major historical structural strains (Russia, China, U.S., South Africa, etc.).	I U H	K4 K6	2 13		7.4 7.5	See goal 1. Also: (C) Human dignity
4. The student knows effects of poverty on individual identity in class-structured or modern societies.	I U H	K6 K8	3 12	1 4 5	9.6.3	(V) Personal growth and development (V) Competence (V) Self-respect (C) Human dignity

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10.6.4.3.3 Family life (See also: 10.6.3.1 The family)						
1. The student knows factors which currently affect the viability and nature of the family as a social institution in America (e.g., changing sexual morality, changing status roles of men and women, mobility of the family), especially technological change.	P I U H	K3 K8	3 7 8 9 12 13	1 2 4 5	1.2.3 5.6.2.2 9.7 10.5.3	(V) Family (V) Adapting (C) Cohesion integration (C) Family
2. The student knows that institutions within American society provide little training or preparation for the complex realities of modern marriage (e.g., habits picked up from parents, expectations created by popular media and myth, and formal instruction in school provide conflicting and inadequate guides).	I U H	K3 K7	3 7 8 9 12 13	1 2 3 4 5	1.1 1.2 9.5 9.7 10.5.3	See goal 1. Also: (V) Models (V) Flexibility (V) Resourcefulness (V) Adequacy (C) Norms
3. The student knows types of tensions which tend to destabilize the family as a unit (e.g., differences in cultural backgrounds, value systems; health problems; low earning capacities and different spending habits; low status in community; poor sexual adjustment).	P I U H	K3 K8	3 7 8 9 12 13	1 2 4	10.5.3	See goal 1. Also: (C) Stability
4. The student knows that the modern American family experiences constant change due to changes in the larger culture.	P I U H	K6 K7 K8	3 7 8 12 13	1 2 3 4 5	1.2.3 4.3.1.3 9.7 10.5.3 10.5.5	See goal 1. Also: (C) Social change (C) Interdependence

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10.6.4.3.3 Family life (Cont.)						
5. The student knows that legal grounds for divorce are in the statutes of individual American states.	P I U H	K2	2	2	8.7.3	
6. The student knows ways liberalization of divorce procedures has occurred in many states (e.g., "do-it-yourself" and "no-fault" divorce).	I U H	K2	2 7 8	4	8.7.3	See goal 1.
7. The student knows proposed solutions for the problem of high divorce rates in America, e.g., sex education programs, waiting periods prior to marriage.	I U H	K7	2 7 8	4	1.1 1.2 10.5.3 10.7.1.4	See goal 1.
8. The student knows ways various family structures (e.g., open, repressive, react to strain).	I U H	K3 K8	3 7 8 9 12 13	2 4 5	1.1 1.2 9.5	See goal 1.
9. The student knows ways family and community structures experience strain as more functions are served by the larger societal structure (e.g., education, work skills development, leisure, health, disciplinary control, legal rights).	I U H	K3 K8	3 7 8 9 12 13	2 4 5	5.6.1.1 5.6.2.2 10.6.3	See goal 1.

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10.6.4.3.4 Health						
1. The student knows ways changes in a population's health condition affects social structures (e.g., population growth strain, correction of handicaps results in attitude change).	P I U H	K3 K8	3 7 8 9 13	2 4	6.3.7 9.7 10.6.4.2 10.6.4.3.6	(V) Health (C) Stability (C) Equilibrium
2. The student knows ways differential health states among various elements of a society affect structural stability.	I U H	K3 K8	3 8 13	2 4	1.2 10.5.2 10.6.3 10.6.4.2	See goal 1.
3. The student knows ways reduced family responsibility and increased societal responsibility for family health affects family and community cohesion.	U H	K3 K8	3 8 9 12 13	2 4 5	10.5.2.3	See goal 1.
4. The student knows ways inflexibility and impersonality of health treatment led to family and community interest in nutrition and naturalness.	I U H	K4 K8	8 9 12 13	2 4	6.3.7 10.5.5	See goal 1. Also: (V) Respect for life (C) Human dignity
5. The student knows ways economic factors affect health conditions (e.g., pollution, food additives, chemical exposure at work, cost of treatment, convenience foods, automobiles).	P I U H	K3 K8	3 7 8 9 12 13	2 4	5.6.2.2 6.4.4	See goal 1. Also: (C) Economic system
6. The student knows ways individual health affects individual identity.	P I U H	K3 K8	3 9	2 4 5	9.5.1 9.6.3	See goal 1. Also: (V) Personal growth and development

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10.6.4.3.4 Health (Cont.)						
7. The student knows ways economic factors affect the demand level for health care personnel.	U H	K3 K4	3 13	2 4	5.4.1 11.2	See goal 1. Also: (C) Economic System

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10.6.4.3.5 Urban problems (See also: 5.6 Economic problems; 6.3.7 Urban studies; 6.4.1 Communities; 6.4.6 Political patterns in the U.S.; 8.7.3.6 Urban government; 10.6.1 Population studies; 10.6.2 Human ecology; 10.7.1.3 Social planning)						
1. The student knows principal problems confronted by urban communities in America (e.g., transportation of labor force, land use and environmental planning utilization of natural resources, inadequacy of system to reduce poverty and unemployment, land distribution decisions, governmental expense/income problems, health decisions, and provision of education and training opportunities)	P I U H	K3 K7	3 7 10	2 4	1.2 5.5.1 5.6.1.2 10.7.1.2	(V) Adapting (V) Planning (V) Maintenance of resources (C) Environment (C) Mass society (C) Technology (C) Urbanization
2. The student knows urban problems have been precipitated by technology, rapid movements of Americans from rural areas to industrialized urban centers and by the predominating value placed on economic growth as an end in itself.	I U H	K4 K8	2 8	2 4	1.2 4.3.5 5.2.2 5.3.3 5.4.2.3 5.6.2.2 10.6.4.3.5	See goal 1. Also: (C) Interdependence (C) Mobility
3. The student knows that urban planning provides a means of designing a viable urban community.	P I U H	K7	8	2 4	6.4.2 8.7.3.6 10.7.1.3	See goal 1.

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10.6.4.3.5 Urban problems (Cont.)						
4. The student knows examples of solutions currently proposed for dealing with urban problems (e.g., open space, mall areas, and mass transit to alleviate transportation and pollution problems; extensive re-training programs for the unemployed; rehabilitation programs for drug addicts, criminals and juvenile delinquents; educational programming to promote awareness of human and natural resources).	P I U H	K3 K7	3 7 10 12 13	2 4	6.3 6.4 10.7.1.3 10.7.1.4	See goal 1.
5. The student knows principles-findings of population dynamics which help to reveal, classify or explain characteristics of urban milieus (impersonality, etc.) and stresses that urbanization exerts on individuals and social systems.	I U H	G1 K2 K6 K7 K8	3 4 13	5	6.3.5 10.6.2 10.6.4.3.6	See goal 1. Also: (C) Population (C) Spatial distribution (C) Spatial interaction
6. The student knows ways contemporary urban problems (e.g., financing public services and facilities) affect non-urban communities and institutions.	I U H	K6 K7 K8	1 2 7 10	5	5.6.1.2 8.4.5 8.7.2.7 8.7.3.5 8.7.3.6	See goal 1. Also: (C) Interdependence
7. The student knows effects of mass, impersonal bureaucratic authority on individual identity.	P I U H	K3 K8	3 9	2 4	4.3.5.5 5.6.2.2 10.5.3.4	See goal 1. Also: (V) Personal growth and development

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10.6.4.3.5 Urban problems (Cont.)						
8. The student knows ways the pursuit of economic dominance affects community and societal structures.	P I U H	K3 K8	3 8 12	1 2 4	5.1 5.4.1 6.3.7 10.5.2	See goal 1. Also: (C) Economic system
9. The student knows ways family earnings/consumption ratios affect family, community and societal structures.	P I U H	K3 K8	3 9 12	2 4	1.1 5.4.1	See goal 1. Also: (V) Competence
10. The student knows ways exploitative economic methods affect family, community and societal structures.	I U H	K3 K8	3 9 12	2 4	1.2 5.6.1 5.6.2 5.7 10.5.2	See goal 1. Also: (C) Economic system
11. The student knows ways mass communication functions to counter family, community and societal structural strain.	I U H	K3 K7 K8	3 9 12	2 4	10.5.3.4 10.6.3.6	See goal 1. Also: (C) Stability
12. The student knows ways formalized citizen participation in urban decision-making functions to counter community and societal structural strain.	I U H	K3 K7 K8	3 7 9 12 13	2 4 5	1.1 1.2 2.6 10.7.1.3	See goal 1. Also: (V) Participation

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10.6.4.3.6. Population growth and movement						
1. The student knows factors in rural life that influenced movement to urban centers, e.g., property taxes, isolation, loss of status, family separation.	P I U H	K2 K4 K8	2 3 9	1 2 3 4	1.2 6.3 6.4.1	(V) Access to resources (V) Self-reliance (V) Self-respect (C) Mass society (C) Material culture
2. The student knows ways urban centers experienced structural strain from the rural-to-urban influx, e.g., pollution, loss of identity, unemployment, crime, loosening of family ties, impersonality, loss of community cohesion.	I U H	K3 K8	3 7 8 9 12 13	1 2 3 4 5	See goal 1 Also: 10.5.2	See goal 1.
3. The student knows ways frequent family moves affect individual identity, and family and community structure.	P I U H	K3 K7 K8	3 8 9 12	1 2 4 5	9.5 10.5.2 10.5.3 10.6.3	See goal 1.
4. The student knows economic factors affecting population movement (e.g., World War II defense factory employment, Alaskan pipeline).	I U H	K2 K3 K8	3 7 9 13	1 2 4	5.5.1 5.9	See goal 1. Also: (C) Economic system

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10.6.4.3.6. Population growth and movement (Cont.)						
5. The student knows macro effects of intense urban population centering, e.g., demand on resources, devaluation of human worth, feelings of powerlessness, escapist behavior (drugs, alcohol), increased deviance, conformity requirements and loss of moral values.	I U H	K2 K3 K7 K8	2 3 7 8 9 12 13	1 2 3 4 5	1.2 4.3.5.5 5.6.2.2 6.4.3 10.6.4.2 10.7.1.1	See goal 1.
6. The student knows ways the current "back to the earth" rural influx affects family and community stability, individual identity and value systems.	P I U H	K3 K7 K8	2 3 7 8 12 13	1 2 3 4 5	1.1 1.2 9.7 10.5.3 10.6.3	See goal 1. Also: (V) Innovativeness (V) Morality (V) Self-direction (C) Change
7. The student knows ways immigration to the United States served social and economic system functions.	P I U H	K2 K3 K8	2 3 7	1	5.5.1.2 7.4.2 7.4.3	See goal 1. Also: (C) Economic system

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10.7 Uses of sociology						
1. The student knows that sociological perspectives, concepts, research-analysis methods, and findings are currently used in many fields, including: a) related academic disciplines (history, economics, political science, etc.) b) the service professions (law, medicine, education, social work, etc.) c) management of large organizations and agencies (the military, business, unions, law enforcement, public administration, public education) d) social problem-solving, formal planning and policy making by diverse cooperating groups and agencies e) advertizing, public relations, political promotions, mass media.	I U H	K2 K7	2 10 12 13	1	11.	(V) Cultural knowledge (V) Cultural skills (V) Research (V) Inquiring (V) Predicting (V) Planning (V) Knowledge of resources (V) Adequacy as basis for actior or decision (V) Social responsibility (V) Problem solving
2. The student knows ways sociological knowledge and insights are useful to individuals for personal planning and problem-solving.	I U H	K7	6 7 8 9 10 12 13	4 5	1.1 2.6.3 3.3 5.4.1.6 11.	See goal 1. Also: (V) Resourcefulness (V) Insight (V) Competence (V) Knowledgeability

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10.7.1 Applied fields						
1. The student knows conventional distinctions between "pure" (academic, theoretical) and "applied" (practical) science.	U H	K2	2 4			(V) Inquiring (V) Problem-solving (V) Research
2. The student knows that the applied sociologist may serve clients as a consultant, practitioner, or researcher.	U H	K7	4 12		11.1	See goal 1.

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10.7 Uses of Sociology
10.7.1 Applied fields

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.7.1.1 Criminology and Penology						
1. The student knows current directions in correctional programs and tentative conclusions regarding their effectiveness (i.e., the use of indeterminate sentencing, work and study release, and other social-integrative programs).	I U H	K2 K3 K4 K7	7 9 12 13	1 2 3 4 5	8.7.3	(V) Adapting (V) Personal growth and development (C) Socialization (C) Equality (C) Morality (C) Social needs
2. The student knows theories used to explain criminal behavior, e.g., biological (chromosomal), psychological, social psychological, Freudian, constraint, frustration and subcultural conformity.	I U H	K2 K3	3 7 8 9 12	1 2 3 4 5	1.1 9.5 10.5.4 10.6.4.2	See goal 1. Also: (V) Self-respect (V) Access to resources
3. The student knows the structures and functions of the criminal justice system in the United States.	P I U H	K2 K3	3 9 12	2 4	10.5.2 10.5.3.3	See goal 1. Also: (C) Political system (C) Economic system (C) Change
4. The student knows meanings of terms used in the processing of individuals through the criminal justice system in the United States.	I U H	K1	2	2		
5. The student knows ways latent and manifest functions affect goal achievement in the criminal justice system.	I U H	K3 K7 K8	3 7 12	2 4	10.3	See goal 1. Also: (C) Social system

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10.7.1.3 Industrial Sociology						
1. The student knows that the field of sociology provides tools and knowledge usable to understand and affect work behavior and attitudes.	I U H	K3	4	1	5.5.1 10.7.1.5	(V) Maintenance of resources (V) Productivity (C) Economic system (C) Material culture
2. The student knows ways to use sociological insights to change social conditions in industry.	P I U H	K3 K8	3 7 13	2 3 4	10.7.1.3	See goal 1. Also: (C) Change
3. The student knows ways to use sociological insights to affect employee satisfaction.	P I U H	K3 K8	3 7 13	2 3 4	10.7.1.3	See goal 1. Also: (C) Change
4. The student knows ways work output levels are affected by social environment.	P I U H	K3 K8	3 7 13	2 3 4	9.6.3 9.7.3	See goal 1.
5. The student knows various measuring tools used by sociologists to study industrial situations.	I U H	K2	3 7 13		10.4	See goal 1.
6. The student knows ways the pursuit of industrial goals affects the social environment of workers and other citizens.	I U H	K3 K8	3 7 13	2 3 4	5.4.1 5.8	See goal 1.

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10.7.1.3 Social planning						
1. The student knows that historically most features of social life have been affected by someone's planning for personal or social goals (e.g., corporations plan to increase their economic gain; government plans for distribution of resources).	P I U H	K3 K7 K8	3 8 9 12 13	1 2 3 4 5	1.2 5.1 5.4.1 6.3	(V) Access to resources (V) Planning (V) Social morality (C) Economic system (C) Competition (C) Goals
2. The student knows ways social planners can use sociological theories and concepts to alter social conditions.	P I U H	K3 K8	3 7 13	2 4 5	1.1 5.8 6.3 10.5.1	See goal 1. Also: (C) Cooperation (C) Human dignity
3. The student knows ways urban conditions can be positively and negatively affected by social planning.	I U H	K3 K8	3 7 8 13	2 4 5	1.2 6.4 8.5.4 8.5.5	See goal 1. Also: (C) Human dignity (C) Community (C) Technology
4. The student knows ways planning in the private sector affects social conditions (latent and manifest functions) in the total environment.	I U H	K3 K8	3 7 9 13	2 4 5	5.4.2.3 5.6.1.2 5.6.2.2	See goal 1. Also: (C) Human dignity (C) Community
5. The student knows ways planning in the public sector affects social conditions (e.g., federal controls on money supplies and interest rates; health service agencies).	P I U H	K3 K8	3 7 9 13	2 4 5	5.5.4 5.6.1.1 5.6.1.2 8.4.2 8.8	See goal 1. Also: (C) Government (C) Political system
6. The student knows ways public and private sector planning interacts to affect social goals, processes, structures and functions.	I U H	K3 K7 K8	3 7 8 13	2 4 5	1.2 10.5.1	See goal 1. Also: (C) System (C) Mass society (C) Technology

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.7.1.4 Social services						
1. The student knows ways counselors, social workers and others use sociological concepts and theories as communication and assistance tools.	P I U H	K2 K3 K10	2 3 7 12 13	2 4	10.5.3 11.1 11.2	(V) Adaptability-flexibility (V) Problem solving (V) Self-fulfillment (C) Communication
2. The student knows ways modern society formalizes, at the family and community level, responses to social problems.	I U H	K2 K3	7 13	2 4 5	8.4.2 10.6.4	See goal 1. Also: (C) Mass society (C) Technology
3. The student knows various local service agencies intended to meet specific needs.	P I U H	K2	9	2 4 5	8.7.3 10.7.1.3	See goal 1.
4. The student knows ways social services perform interface functions among divergent groups (e.g., medical professions and clients; criminal justice system and victim: rape advocate programs).	I U H	K2	7 8 9 12 13		10.5.2 10.6.3 10.7.1.3	See goal 1.
5. The student knows varieties and uses of data collected by social service agencies (e.g., records, research, planning, policy-making; research studies by universities, other public agencies).	U H	K2 K3	4 6		5.5.4.5	(V) Knowledge-ability (V) Research (V) Privacy (V) Equal protection under law

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.7.1.4 Social services Cont.						
6. The student knows ways new areas of social planning and service have arisen and new agencies, districts, etc. have been created in response to the challenges of rapid change in technology, land use and settlement, economic patterns, etc.	I U H	K4 K7	2 6 10 12			See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.7.1.5 Market and opinion research						
1. The student knows ways to use market and opinion research information in decision-making and social control, e.g., to affect employment rates, to sell products.	I U H	K2 K9	3 12 13	2 4 5	1.1 1.2 10.5.3.3 10.5.3.4 10.7.1.3	(V) Inquiring (C) Human dignity (C) Decision-making (C) Mass society (C) Technology
2. The student knows various methods of market and opinion research and their applications.	I U H	K2 K9	3 12 13	2 4 5	10.4	See goal 1.
3. The student knows roles of sociologists in developing existing systems of market and opinion research (e.g., national polls, rating services).	U H	K1 K2 K7	2			

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.7.1.6 Sociology of education						
1. The student knows ways the goals and processes of formal education reflect values and attitudes, and cultural lore of the family, community and larger society.	P I U H	K3	2 3 6 8 9 13	1 2 3 4 5	1.2 9.7 10.5.1 10.6.3.3	(V) Personal growth and development (V) Maintenance of resources (V) Social ideals (V) Educating (C) Learning (C) Ideology (C) Culture
2. The student knows ways education systems stratify and allocate students based on perceived status, "fit" and options.	I U H	K2 K3 K8	3 7 8 9 12	1 2 3 4 5	1.2 10.5.2.5 10.5.3.1 10.5.4 11.3	See goal 1. Also: (V) Self-reliance (V) Self-direction
3. The student knows that the school is a system of interdependent parts and is in turn an interdependent part of the family, community and society systems.	P I U H	K3	3 7 8	2 4 5	10.5.1 10.5.2 10.5.5 10.6.3	See goal 1. Also: (C) System
4. The student knows ways, as a social system, formal education uses roles, functions, values and attitudes.	I U H	K2 K3 K8	3 8 9 12	1 2 3 4 5	1.2 10.5.1 10.5.2 10.5.3	See goal 1. Also: (C) Norm (C) Role
5. The student knows structure and function characteristics of education systems.	U H	K2 K3	3 13	2 4	1.1 10.5.2.4 10.5.2.5	See goal 1. Also: (C) System

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
10.7.2 Application to personal problem solving						
1. The student knows the importance of primary group relations to personal well being (social psychology).	P I U H	K3 K8	3 7 9 12	2 3 4 5	1.1 1.2 9.5	(V) Personal growth and development (V) Self-respect
2. The student knows various role options available in family, peer, community and society.	P I U H	K2 K3	3 9 12	1 2 3	10.5.3	See goal 1.
3. The student knows ways to use social planning to affect his/her personal future.	I U H	K3 K8	3 9 12	2 4 5	1.1 1.2 10.7.1.3	See goal 1. Also: (V) Planning (C) Change
4. The student knows the societal functions served by norms, roles and sanctions experienced by the individual.	P I U H	K2 K3 K7	3 9 12	2 4 5	9.7	See goal 1. Also: (C) Norm (C) Role
5. The student knows ways urban mass, mass communication, technocracy and impersonalization affect his/her sociological and psychological behavior, values, feelings and attitudes.	P I U H	K3 K8	3 9 12	2 3 4 5	9.7 10.5.3.4 10.6.4.3.5	See goal 1. Also: (C) Mass society (C) Technology

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11. Careers and social science

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
1. The student knows ways that knowledge of history and social sciences, and skills in the application of their concepts, principles and problem-solving procedures, can contribute to one's personal growth and effectiveness in all life roles.	P I U H	K7	3 12	1 2 4 5		(V) Knowledgeability (V) Resourcefulness (V) Inquiry (V) Problem-solving (V) Competence
2. The student knows that knowledge and skills acquired in the study of social sciences can be an advantage in any job or career (e.g. helping one to understand more clearly and deal more effectively with fellow-workers, organizations, economic problems, employment trends).	I U H	G2 K7	3 12	1 2 5		See goal 1.
3. The student knows that career plans may be refined or changed as one acquires new knowledge, skills or interests, as values are restructured through knowledge and experience, as new opportunities arise or as job situations change.	U H	G2 K3 K4 K7	7 8 9	4 5		See goal 1. Also: (V) Self-knowledge (V) Personal growth and development (V) Adaptability-flexibility
4. The student knows factors which facilitate effective and satisfying career choices (e.g. adequate knowledge of job possibilities and requirements, and of personal needs, values, interests and abilities).	U H	K9	9	4 5		See goal 1. Also: (V) Self-knowledge (V) Self-direction
5. The student is able to use problem-solving and inquiry skills to clarify personal values when making and carrying out career decisions.	U H	P62 P63	9	4 5	1.1 2.	See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
11.1 Opportunities and awareness						
1. The student knows that there is a wide variety of career opportunities in social sciences and related service fields.	I U H	G2 K3	9	5		(V) Knowledgeability
2. The student knows the dynamic factors which affect the availability of jobs (e.g., number of institutions providing training, availability of government funding for positions and general state of the economy).	I U H	K3 K8	9	5		See goal 1.
3. The student knows that most careers in social science-related fields are in the areas of academic, social and management services, and in law-related occupations.	I U H	G2 K3	9	5		See goal 1.
4. The student knows that career opportunities in the areas of academic, social, management and legal services can be found at professional, paraprofessional and non-professional levels.	I U H	G2 K3	9	5		See goal 1.
5. The student knows that many occupations in social science-related fields require similar skills and abilities (e.g., a teacher, with minimal additional training, can change his or her career to counseling).	I U H	G2 K3 K9	9	5		See goal 1.
6. The student knows that skill competency may be gained through academic and/or on-the-job training.	I U H	G2 K7	9	5		See goal 1.

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11.1 Opportunities and awareness (Cont.)						
7. The student knows that salary or wage levels in social science-related occupations are partially dependent on current social values and attitudes.	I U H	G2 K8	9	5		See goal 1.
8. The student knows that an understanding of, and/or skills in applying conventional concepts and theories are either useful or necessary in all social science-related fields of work.	U H	G2 K9	9	5		See goal 1.
9. The student knows opportunities for participation in new inquiries or developing sub-fields of history/ social sciences which may be available to college students (in graduate and undergraduate course work), or at para-professional and professional levels in departments of universities, research foundations, consulting firms, public agencies, etc.	U H	K3	9	5		See goal 1.

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11.1 Opportunities and awareness

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
11.1.1 Academic Careers						
1. The student knows the location and use of print and non-print materials related to careers in the academic fields (e.g., Subject Guide to Books in Print: "Occupations," "Job Descriptions"; periodicals: "Social Education"; others: Education Directory, International Directory for Educational Liason).	U H	K6 K7	6 9	5		(V) Knowledgeability
2. The student knows that academic-related occupations comprise the majority of the social science-related careers.	I U H	G2 K3	9	5		See goal 1.
3. The student knows types of careers which people with backgrounds and interests in social sciences might pursue in the areas of elementary or secondary education, special education, adult education, or higher education (e.g. teacher aide; teacher, curriculum specialist, counselor, administrator).	I U H	K5	9	5		See goal 1.
4. The student knows types of institutions, agencies and programs employing teachers and/or teacher aides with general or specialized preparation in social science-related fields.	I U H	K5	9	5		See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
11.1.1 Academic Careers (Cont.)						
5. The student knows that in general, the supply of academic professionals (e.g. teachers, administrators) exceeds the demand and is predicted to remain this way for the foreseeable future.	I U H	G2 K4	9			See goal 1.
6. The student knows that para-professional and non-professional employment in the academic field, may be either unrelated to teaching (e.g., custodial, secretarial, clerical) or related to teaching (e.g., teaching assistants).	I U H	G2 K3	9			See goal 1.
7. The student knows factors which affect the supply of teaching or administrative positions (e.g., distance from population centers, employment policies of particular schools or districts).	I U H	K6 K9	7 9			See goal 1.
8. The student knows that salaries for teaching personnel vary in different areas.	I U H	G2 K3	7 9			See goal 1.
9. The student knows federal and/or state requirements affecting employment policies of school districts, universities, or other educational institutions (e.g. Affirmative Action programs for minority employment).	U H	K9	7 9			See goal 1.
10. The student knows that opportunity for advancement in academic-related fields is dependent on continued education and/or experience.	U H	G2 K7	9			See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
11.1.2 Social service careers						
1. The student knows the location and use of print and non-print materials related to careers in Social Service fields (e.g., Subject Guide to Books in Print: "Occupations," "Professions," "Job Descriptions," "Job Vacancies," "Social Service"; others: Occupational Outlook Handbook: "Social Service Occupations"; Encyclopedia of Careers and Vocational Guidance: "Planning your Career," "Career and Opportunities").	I U H	K6 K7	9	5		(V) Knowledgeability
2. The student knows social, economic and political factors which influence the supply and demand of careers in the social services (e.g., proximity to population centers, governmental funding and public attitudes and support).	I U H	K3 K8	9	5		See goal 1.
3. The student knows that most occupations in social service-related fields deal with management and development of human resources.	I U H	G2 K3	9	5		See goal 1.
4. The student knows that most occupations in the area of management and development of human resources involve direct contact with people (e.g., counseling, housing, public transit, civil service administration).	I U H	G2 K3	9	5		See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
11.1.2 Social service careers (Cont.)						
5. The student knows non-professional social service occupations in the area of management and development of human resources (e.g., child care aide, orderly, playground aide).	I U H	K3	9	5		See goal 1.
6. The student knows para-professional social service occupations in the area of management and development of human resources (e.g., guard, attendant to handicapped, day-care assistant).	I U H	K3	9	5		See goal 1.
7. The student knows professional social service occupations in the area of management and development of human resources (e.g., marriage counselor, administrator of children's services, minister, case worker).	I U H	K3	9	5		See goal 1.
8. The student knows occupations in social service related fields that deal with management or development of human resources only in an indirect way (e.g., Forest Service, environmental services, land management).	I U H	K3	9	5		See goal 1.
9. The student knows types of organizations, institutions and agencies (public and private) within which social service careers may be pursued (e.g., agencies of federal, state, local governments, religious institutions; hospitals and clinics; specially funded temporary programs).	I U H	K3 K6	9	5		See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
11.1.3 Management service careers						
1. The student knows that organizations in all sectors of the economy (e.g., industries, businesses, units of government, school districts, health service agencies, universities, organized interest groups) have departments (and/or contract with other firms or agencies) specialized to do the studies which provide information for management decisions (e.g., surveys, projections, analysis, evaluations).	I U H	G2 K3 K7	9	5		(V) Knowledgeability
2. The student knows that management services (departments and firms) offer career opportunities for people with skills in the use of research, problem-solving and planning techniques associated with social sciences (e.g., opinion research; demographic, economic, political analysis).	I U H	G2 K3	9	5		See goal 1.
3. The student knows professional career opportunities in the areas of research design, data collection, data analysis, program/project evaluation, planning, human relations, public relations (or public information management) in: a) departments of large businesses, public agencies, etc.; b) firms providing consultant or contract services to other businesses and agencies.	I U H	K3	9	5		See goal 1.

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COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
11.1.3 Management service careers (Cont.)						
4. The student knows semi- or para-professional career opportunities in the areas of data collection, (e.g., interviewer, research assistant) data analysis (e.g., statistical clerk, computer operator), community or public relations, or other management services involving applied social sciences.	I U H		9	5		See goal 1.

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11.1.4 Law-related careers						
1. The student knows that a social science background can be a requirement and/or an advantage for entrance into law-related careers at the professional and para-professional levels.	I U H	G2 K3	9	5		(V) Knowledgeability
2. The student knows professional career opportunities related to the practice of law or jurisprudence, law enforcement, corrections and law-making (e.g., attorney, elected legislator, lobbyist).	I U H	K3	9	5		See goal 1.
3. The student knows fields of legal specialization for which backgrounds in particular social sciences are likely to be advantageous (e.g., tax and corporate law; domestic law; criminal law; public interest law, including environmental, consumer, civil rights protection/advocacy).	I U H	K3	9	5		See [illegible] 1.
4. The student knows semi- or para-professional career opportunities related to law practice (e.g., legal secretary, law clerk), courts, law enforcement, corrections, or law-making (federal, state and local).	I U H	K3	9	5		See goal 1.

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11.2 Requirements and exploration						
1. The student knows that exploring career opportunities means finding out accurate, realistic answers to fundamental questions about work in which he or she might consider specializing; i.e. discovering the natures, purposes, requirements and potential rewards of various types of jobs, and relating these to his or her own preferences, requirements, and capabilities as he or she matures.	I U H	K2	6 9	3		(V) Exploring (V) Predictive validity (V) Adequacy (V) Relevance (V) Inquiring (V) Planning (V) Self-knowledge (V) Self-direction
2. The student knows opportunities available for first-hand exploration of jobs and job situations in his or her local community; (e.g., school-sponsored programs; on-site visits, career education programs, volunteer service programs offered by public agencies, businesses, interest groups; part-time and summer job offerings.	I U H	K3 K6	6	3		See goal 1.
3. The student knows strategies for independent exploration of career possibilities (e.g., for gathering information about occupations, job market trends, working requirements and conditions in new or rapidly changing fields, or in fields not represented in locally-available programs, courses; for finding or creating part-time or summer work, and to guide future plans).	I U H	K2 K7	6 9	5	2.1 5.4.1 5.9.1.1 11.4	See goal 1.

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11.2 Requirements and exploration (Cont.)						
4. The student knows strategies for adjusting career-related priorities and plans as constraints change (e.g., as job markets, characteristics, requirements, economic returns, etc. respond to changes in technology, laws, other sociocultural and environmental factors; as his or her personal characteristics, needs and circumstances change throughout life.	I U H	K2 K7	6 9	5	1.1.1 2.6.2 2.6.3 5.4.1 5.9	See goal 1.

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11.2 Requirements and exploration

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
11.2.1 Requirements for academic careers						
1. The student knows that most professional careers in the social sciences (including teaching, research, administration at college or university level) require admission into a graduate program at a qualified university, and attainment of a masters and/or doctoral degree.	I U H	G2 K9	9	3		(V) Knowledgeabilit
2. The student knows that most professional careers in public education at elementary and secondary levels require at least a bachelor's degree, and a teaching credential granted by the state in which one is to be employed.	I U H	G2 K9	9	3		See goal 1.
3. The student knows that requirements for teaching or administration in private elementary and secondary schools may vary.	I U H	G2 K3 K9	9	3		See goal 1.
4. The student knows types of training, experience, degrees and/or credentials that may be required for professional careers in special education, counseling, curriculum supervision, or administration in elementary or secondary education.	I U H	K9	9	3		See goal 1.
5. The student knows that qualifications for some academic professions include U.S. citizenship.	I U H	K9	9	3		See goal 1.

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11. Careers and social science
11.2 Requirements and exploration

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
11.2.1 Requirements for academic careers (Cont.)						
6. The student knows types of training experience, or certification which may be required for para-professional careers in public education.	I U H	K9	9	3		See goal 1.
7. The student knows that para-professional opportunities in private schools and/or specialized programs may have varying requirements (e.g., may or may not require certification), usually specified in job descriptions, position announcements, etc.	I U H	K9	9	3		See goal 1.
8. The student is able to locate and use appropriate resources for determining the legal and formal requirements for entrance into various academic careers in which he or she may have an interest.	I U H	P63	6 9	3		See goal 1.
9. The student knows personal factors which, apart from formal qualifications, may be considered "requirements" for effectiveness and satisfaction in educational careers (e.g., interpersonal skills; knowledge of and interest in subject area; qualities of openness, flexibility, responsibleness, intellectual and social integrity, sense of humor).	I U H	K9	9	3		See goal 1.

11. Careers and social science
11.2 Requirements and exploration

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
11.2.1 Requirements for academic careers (Cont.)						
10. The student knows that most employers consider personal characteristics when making decisions about hiring and promotions.	I U H	G2 K3	9	3		See goal 1.
11. The student is able to use accurate, up-to-date information about the requirements and potential rewards of various academic careers when evaluating the feasability and desirability of possibilities for his or her future.	I U H	P62 P63 P64	6 9	3	5.4.1.1	See goal 1. Also: (V) Adequacy as basis for actior or decision (V) Accuracy (V) Relevance (V) Self-knowledge (V) Self-direction

11. Careers and social science
11.2 Requirements and exploration

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
11.2.2 Requirements for social service careers						
1. The student knows that job applicants in most social service fields must meet occupational requirements (e.g., formal qualification through training, credentials, degrees, certificates, diplomas, proof of skill level competence and personal characteristics).	I U H	G2 K9	9	3		(V) Knowledgeability
2. The student knows that personal characteristics which contribute to job success may vary with the nature of the job (e.g., aggressiveness, gentleness, high verbal ability, attention to detail, patience).	I U H	G2 K9	9	3		See goal 1.
3. The student knows the attitudes, values and personal characteristics which are conducive to success in various social service occupations.	I U H	K3 K9	9	3		See goal 1.
4. The student knows the location of sources of information about formal requirements for social service occupations.	I U H	K2 K6	9	3		See goal 1.
5. The student knows the location of sources of information about the kinds of training or experience required or desirable for competence or advancement in social service occupations.	I U H	K2 K6	9	3		See goal 1.

11. Careers and social science
11.2 Requirements and exploration

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
11.2.2 Requirements for social service careers (Cont.)						
6. The student knows professional level social service occupations that require advanced training and passage of licensing or certifying examinations (e.g., psychologist, physical therapist, minister, lawyer).	I U H	K3 K9	9	3		See goal 1.
7. The student knows that management and professional positions in agencies providing social services ordinarily require a baccalaureate or masters degree, although it is sometimes possible to "rise through the ranks."	I U H					See goal 1.
8. The student is able to use accurate, up-to-date information about the requirements and potential rewards of various social service careers, when evaluating the feasibility and desirability of possibilities for his or her future.	I U H	P62 P63 P64	6 9	3		See goal 1. Also: (V) Adequacy as basis for actio or decision (V) Accuracy (V) Relevance (V) Self-direction (V) Self-knowledge

11. Careers and social science
11.2 Requirements and exploration

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
11.2.3 Requirements for management service careers						
1. The student knows that most professional-level positions in management services (program planner-developer; evaluation specialist; public relations specialist, etc.) require at least a bachelor's degree, and in many cases a master's or doctorate, depending on the employing institution, the degree of specialization or responsibility involved in the work, etc.	I U H	G2 K9	9	3		(V) Knowledgeability
2. The student knows that the personal interests, talents and characteristics which would equip one for satisfying and effective work in management services, may differ from job to job, institution to institution.	I U H	G2 K9	9	3		See goal 1.
3. The student knows personal characteristics (interests, work habits, capabilities, etc.) which are generally conducive to effectiveness and satisfaction in management services occupations.	I U H	K3	9	3		See goal 1.
4. The student knows sources of information about backgrounds (training, experience) and characteristics that are required or desirable for competent and effective functioning in particular management services jobs or fields.	I U H	K2 K6	6 9	3		See goal 1. Also: (V) Resourcefulness

11. Careers and social science
11.2 Requirements and exploration

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content: Taxonomy Headings	(C) Concept/ (V) Value Words
11.2.3 Requirements for management service careers (Cont.)						
5. The student knows sources of information about trends in training and employment in management service fields of interest to him or her.	U H	K2 K6	6 9	3		See goal 1. Also: (V) Resourcefulness
6. The student knows sources of information about formal requirements for entry into management service occupations at the levels (professional, semi-professional, etc.) and in the fields of interest to him or her.	I U H	K2 K6	6 9	3		See goal 1. Also: (V) Resourcefulness
7. The student is able to use accurate, up-to-date information about the requirements and potential rewards of various management service careers, when evaluating the feasibility or desirability of possibilities for his or her future.	I U H	P62 P63 P64	6 9	3	5.4.1.1	See goal 1. Also: (V) Adequacy as basis for action or decision (V) Accuracy (V) Relevance (V) Self-knowledge (V) Self-direction

11. Careers and social science
11.2 Requirements and exploration

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
11.2.4 Requirements for law-related careers						
1. The student knows that professional-level careers in law-related occupations (e.g., lawyer) generally require bachelor's and graduate degrees from accredited institutions, and licensing by the state in which one intends to practice.	I U H	K2 K9	9	3		(V) Knowledgeability
2. The student knows that the formal requirements for entry into law-related occupations at different levels (professional, para-professional, etc.) may vary from occupation to occupation and from state to state.	I U H	K2 K9	9	3		See goal 1.
3. The student knows sources of information about formal requirements for entry into law-related careers, at levels, in fields and geographic regions of interest to him or her.	I U H	K2 K6	6 9	3		See goal 1. Also: (V) Resourcefulness
4. The student knows personal interests, capabilities, work habits-styles, etc. that are generally required or desirable for effective functioning in law-related occupations of interest to him or her.	I U H	K3 K9	9	3		See goal 1.
5. The student knows sources of information about trends in training and employment in law-related occupations of interest to him or her.	I U H	K2 K6	6 9	3		See goal 1. Also: (V) Resourcefulness

11. Careers and social science
11.2 Requirements and exploration

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
11.2.4 Requirements for law-related careers (Cont.)						
6. The student is able to use accurate, up-to-date information about requirements and potential rewards of various law-related careers, when evaluating the feasibility or desirability of possibilities for his or her future.	I U H	P62 P63 P64	6 9	3	5.4.1.1	See goal 1. Also: (V) Adequacy as basis for actior or decision (V) Accuracy (V) Relevance (V) Self-knowledge (V) Self-direction

11. Careers and social science

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
11.3 Training and preparation						
1. The student knows that entry into almost any occupation involves training of some kind; i.e. acquiring its specialized knowledge and skills under the guidance and supervision of people who have them, are willing to pass them on, and will judge and attest to one's progress or competence, by that occupation's relevant standards, as needed for employment, advancement, etc.	I U H	G2 K3 K9	9	3 5		(V) Knowledgeability (V) Competence (V) Educating (V) Personal growth and development
2. The student knows that training for most modern occupations is offered by institutions, agencies and programs set up and accredited for that purpose, as elements of formally structured, standardized,--and often, governmentally regulated--entry systems.	U H	G2 K2 K7	9	3 5		See goal 1.

11. Careers and social science

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
11.3 Training and preparation (Cont.)						
3. The student knows early preparations to be made for careers in occupational fields having standardized entry systems (e.g., the social sciences, public education, social work, law, management services), including: a) identifying training needs--types, stages, lengths of training required for various entry levels; b) identifying training sources--schools, agencies, programs, etc. structured/accredited to admit, train and certify candidates at various levels; c) identifying prerequisites--admission requirements and procedures--for acceptance into appropriate training programs; d) planning/selecting/enacting a course of studies and activities to include prerequisites for admission to appropriate training programs.	U H	K2 K9	9	3 5		See goal 1. Also: (V) Planning (V) Self-direction (V) Self-fulfillment (V) Knowledge of resources (V) Access to resources
4. The student knows strategies for selecting and obtaining entrance to appropriate training programs.	U H	K2	9	4 5	2.1.2 2.1.4 5.4.1.1 11.4	See goal 1. Also: (V) Resourcefulness

11.3 Careers and social science

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
11.3 Training and preparation (Cont.)						
5. The student knows that preparing for a career that has few formal training programs available (or an informally-organized entry system) may require a good deal of detective work, ingenuity and perseverance, unless the field is familiar to one's family, community, or acquaintences.	U H	G2 K3 K9	9	5		See goal 1. Also: (V) Inquiring (V) Resourcefulness (V) Perseverance (V) Self-direction (V) Research (V) Problem-solving (V) Communicating (V) Ingenuity
6. The student knows strategies for locating and/or creating opportunities to learn the specialized knowledge and skills of a non-mainstream occupational field (i.e. one that has few or widely-scattered practitioners, few or no formalized training programs-requirements).	U H	K2 K7	9	5	2.1.2 2.1.4	See goal 5.

SOCIAL SCIENCE

11. Careers and social science
11.4 Job search and employment

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
11.4 Job search and employment						
1. The student knows the location and use of print and non-print materials related to job search, employment techniques and training programs (e.g., card catalog: "Employment Agencies", "Applications for Positions", "Occupation", "Professions"; Subject Guide to Books in Print: "Job Descriptions", "Resumes (employment)", "Job Vacancies"; Readers Guide: "Job Satisfaction", "Discrimination in Employment", "Aptitude Tests"; Learning Directory: "Job Application", "Job Counseling", "Job Hunting"; area and building Audiovisual Catalog: "Job Analysis", "Occupations", "Vocational Guidance"; Dictionary of Occupational Titles.	U H	K6	6 9	5		(V) Knowledgeabilit (V) Resourcefulness
2. The student knows sources for finding employment and training programs (e.g., school placement service, friends, personnel offices, employment agencies, civil service, classified ads, libraries, college catalogs and news media, U.S. Department of Labor, State Department of Labor, armed services Recruiting offices.	U H	K6	6 9	5		See goal 1.
3. The student knows that local, county and state government offices and agencies have publications available concerning job and training opportunities (e.g., career planning guides, civil service information, recruiting bulletins and job opening announcements).	U H	K6	6 9	5		See goal 1.

SOCIAL SCIENCE

11. Careers and social science
11.4 Job search and employment

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
11.4 Job search and employment (Cont.)						
4. The student knows that many schools (K - 12) and most post-secondary schools maintain a job placement bureau on a formal or informal basis.	U H	K6 K7	6 9	5		See goal 1.
5. The student knows that school staff members (counselors, teachers, etc.) often know of job and training opportunities, and may be helpful in supplying leads and referrals to prospective employers.	U H	K6 K7	6 9	5		See goal 1.
6. The student knows that the State Employment Division functions to find jobs for individuals and fill openings for employers at no fee.	U H	K6 K7	6 9	5		See goal 1.
7. The student knows that the State Employment Division has extensive, categorized computerized job opening lists which are updated daily.	U H	K6 K7	6 9	5		See goal 1.
8. The student knows that the State Employment Division can assist job seekers with job interview appointments, interest and ability exams, and general application and interview procedures.	U H	K6 K7	6 9	5		See goal 1.
9. The student knows that city, county and federal employment offices announce and receive applications for government positions in their jurisdictions and at no fee.	U H	K6 K7	6 9	5		See goal 1.

SOCIAL SCIENCE

11. Careers and social science
11.4 Job search and employment

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
11.4 Job search and employment (Cont.)						
10. The student knows that private employment agencies function to find jobs for individuals and fill openings for employers at a fee (charged to the employer or the successful applicant).	U H	K7	6 9	5		See goal 1.
11. The student knows that many agencies and organizations assist individuals in getting jobs or training (e.g., YWCA, YMCA; Public Welfare; Juvenile Court Counselors, parole officers and agents; Community action programs; Neighborhood Organization offices; American Association of University Professors; labor unions, Youth Service Centers).	U H	K7	6 9	5		See goal 1.
12. The student knows that the Veterans Administration assists some veterans and their dependents in getting jobs or training (all veterans have training benefits).	U H	K6 K7	6 9	5		See goal 1.
13. The student knows that most prison and detention facilities and agents (parole officers) offer some job training and search assistance.	U H	K6 K7	6 9	5		See goal 1.
14. The student knows that many employers maintain personnel offices and receive applications at any time.	U H	K6 K7	6 9	5		See goal 1.
15. The student knows that persons who work in a field are good sources of information about seeking and getting jobs in their field.	P I U H	G2 K6 K7	6 9	5		See goal 1.

SOCIAL SCIENCE

11. Careers and social science
11.4 Job search and employment

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications (See Yellow Section)	Subject Area Program Goals (See Blue Sec.)	Career Ed. Program Goals (See Green Sec.)	Other Related Content Taxonomy Headings	(C) Concept/ (V) Value Words
11.4 Job search and employment (Cont.)						
16. The student knows ways to use news media information, classified ads, telephone yellow pages, trade and professional journals, personal contracts, agencies, private employers, unions and employed individuals to seek employment.	U H	K2 K7	6 9	5	2.1.2 2.1.4	See goal 1.
17. The student knows the time, effort, frequency of contact and number of applications typical of a successful job search.	I U H	K3	9	5		See goal 1.
18. The student knows tasks and items typical of a successful job search (e.g., letter of application, resumé, data sheet, application form, examination, referral, personal contact, interview, recommendation, follow-up).	U H	K2 K3	9	5		See goal 1.
19. The student knows various examinations commonly given to job applicants (e.g., written, manual dexterity, preference scale, knowledge).	U H	K2	9	5		See goal 1.
20. The student knows various public and private job search support services (e.g., resumé, typing, telephone answering).	U H	K6 K7	6 9	5		See goal 1.
21. The student knows ways to present her/his qualities and skills effectively in a job search (e.g., in interviews, application forms and a resumé).	U H	K2 K7	9 12	5		See goal 1. Also: (V) Competence

Appendix I: Concept notes

As John Jarolemek, past president of NCSS, has stated, "One of the characteristics of nearly all major efforts to reform social studies education of the past decade has been the continuing concern for those basic organizing ideas that lie at the heart of substantive components of the social studies curriculum."

The concepts presented here, and set off in the subject index by asterisks (*), are basic organizing ideas drawn from fourteen well-known sources within the social studies community (see Concept Bibliography, p. 1138), and from contemporary literature of social science disciplines. Some are "core" concepts of particular disciplines, and some have interdisciplinary uses or dimensions. Each can be used to represent and interrelate a variety of real-world phenomena, defined and examined at many levels of analysis.

The following pages list concept words to which social science course goals are coded (C). Goals coded to a given concept word are noted in the subject index to the printed collection (p. 1151 ff), and can also be retrieved and printed out as a set from the computerized collection. Each goal so coded represents some meaningful aspect, illustration, or use of the concept indicated.

Additional information on the preparation, organization and uses of the social science concepts list may be obtained upon request. Address inquiries to:

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SOCIAL SCIENCE CONCEPT LIST

Acculturation
Adaptation
Adjustment
Areal Association
Assimilation
Attitudes
Authority
Causality
Change
Choice
Citizenship
Cohesion - integration
Community
Communication
Comparative Advantage
Competition
Compromise
Conflict
Continuity
Consensus
Cooperation
Culture
Decision Making
Differences/Differentiation
Diffusion
Dimensional Relationships
Disorganization
Distribution
Ecology
Economic System
Economy
Equality
Empathy
Enculturation
Environment
Equilibrium
Evolution
Family
Freedom
Function
Goals
Government
Group
Growth
Habitat
Human dignity

Ideology
Independence
Industrialization
Institution
Interaction
Interdependence
Invention/Innovation
Jurisprudence
Justice
Language
Law
Leadership
Learning
Loyalty
Market
Mass media
Mass society
Material culture
Maturation
Mobility
Modification
Morality
Nationalism
Norms
Objectivity
Opportunity
Order
Personality
Political Culture
Political System
Pollution
Population
Power
Production
Rationality
Resources
Revolution
Role
Scarcity
Secularization
Security
Skepticism
Social Organization
Social Change
Social Class
Social Control
Social Needs
Social System

Socialization

Sovereignty

Spatial Distribution

Spatial Interaction

Spatial Relationship

Specialization

Stability

Status

Structure

Substitution

System

Technology

Time

Tradition

Uniqueness

Urbanization

Values

Concept Bibliography

1. Major Concepts for Social Studies, Social Studies Curriculum Center at Syracuse University, Roy Price, Warren Hickman, Gerald Smith, 1965.

2. Project Discuss, Social Studies Concept, and Generalizations, Connecticut State Department of Education, Dr. Roger Richards and Dr. Arthur E. Soderlind (No date given - published approx. 1968).

3. Selected Social Studies Concepts, Edwin Fenton, John M. Good, Mitchell P. Lichtenberg, from Concepts in the Social Studies Bulletin No. 45, NCSS, 1971.

4. The Center for Unified Science Education, Ohio State University, 1973.

5. The Taba Program in Social Science, Addison-Wesley Publishing Co., 1972.

6. Teaching Public Issues in the High School, Donald Oliver, and James Shaver, Houghton Mifflin Co., 1966.

7. Knowledge, Processes and Values in the New Social Studies, Wisconsin Department of Public Instruction, Bulletin #185, 1970.

8. Helping Students Think and Value, Jack R. Fraenbel, Prentice-Hall, Inc., 1973.

9. A Rationale, Holt Data Bank System for Elementary Social Studies, William R. Fielder, O.S.U., Holt, 1971.

10. Ginn Social Science Series, Leonard S. Kenworthy and Charlotte Crabtree, Ginn and Co.

11. Goals of Social Studies Education, Vancouver School District #37, Vancouver, Washington, 1973.

12. Experiences in Decision-Making, Province of Alberta Department of Education, 1971.

Appendix II: Issues and Problems

The following pages list common issue-problem areas, topics within each area that are frequently used to organize classroom instruction and/or stimulate inquiry, and the taxonomic sections wherein relevant "content" goals are found. Major areas include:

1. Racial and ethnic conflict 1140
2. Ideological conflict 1141
3. Crime and punishment 1144
4. Economic concerns 1145
5. Health, education and welfare 1147
6. National security 1148
7. Environmental quality 1150
8. Individual identity 1150

Process (skill) goals to which issue-or problem-centered courses may be directed are found throughout sections 1.1 Value Clarification and 2. Processes of inquiry and problem solving. Goals dealing with analyses of public issues are on pp. 12-16 (1.1.3 Societal). Also see pp. 116-124 (2.6.3 Solving Problems) for goals about conventional problem-solving strategies.

Sections 5.8 Economics of current public issues and 8.8 American political problems and issues deserve special mention. Neither is an exhaustive treatment of specific issues; both contain goals that suggest dimensions or modes of analysis the discipline in question brings to a variety of social problems.

Users are invited to contribute to the on-going refinement of these and other sections in the computerized set of K-12 Course Goals in Social Science. Send new or revised goals, requests for printouts, and/or requests for additional information to:

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1. Racial and Ethnic Conflicts

a. Civil Rights (see 1.f. Equal Rights, 6.k. Protection and Preservation of Democratic Institutions): 6.4.5, 6.4.7, 8.7.1.
--and economic interests: 5.1, 5.1.1-2, 5.2.2, 5.7.1, 5.7.2, 5.7.2.1-2, 5.7.3-4, 10.6.3.4
--American history: 7.4.1, 7.4.2.3-7, 7.4.2.11-15, 7.4.3, 7.5.3.6-7
--and politics: 8.3.1-3, 8.4.1-6, 8.5.1.1-2, 8.8, 10.6.3.5
--societal values: 1.1.1-3, 1.2.1-3, 8.5.4-5
--effect on the individual (see index heading 8. Individual Identity, items a. Alternate Lifestyles, d. Minority Status, e. Personality Development, f. Self Image).
--social processes: 10.5.1, 10.5.2.3, 10.5.3.3-4, 10.6.4.1.1-3

b. Cultural Differences (see 1.f. Equal Rights): 4.3.1, 4.3.1.1-3, 4.3.2.2, 4.3.3.2-4, 4.3.4.1.4, 4.3.5.1-6, 6.3.1, 6.3.7.4, 6.4.7, 6.5.3.1-3, 6.5.5, 8.3.1-3, 10.5.4, 10.6.4.2.
--effect on the individual (see index heading 8. Individual Identity, items c. Family, d. Personality Development, f. Self Image, i. Social Norms and Deviance): 9.4.2.
--societal values: 1.2.2, 7.4.1
--decision-making: 1.1.1, 2.1.1-4, 2.2.1-4, 2.3.7, 2.6.1-7, 2.7.1-3, 10.7.2
--American history: 7.4.2.1-15, 7.4.3, 7.5.1, 7.5.2.2, 7.5.3.5-7, 7.6.1-2, 8.3.1-3, 8.4.1-6.
--social processes (see 1.a. Civil Rights).

c. Desegregation (see 1.f. Equal Rights): 6.3.7.1-4, 6.4.1-2, 6.4.7, 6.5.3.1, 8.8, 8.9.1-2, 10.6.4.3.5-6, 10.7.1.3.
--and economic interests: 5.5.1.2, 5.6.1.3, 5.6.2.1.2-3, 5.6.2.2-3, 5.8, 5.9.1.1, 5.9.2.2, 5.9.3.1, 6.3.8, 6.5.3.3.
--American history: 7.4.2.7, 7.4.2.12, 7.4.2.13-15, 7.4.3.
--effect on the individual (see index heading 8. Individual Identity, c. Family, d. Minority Status, e. Personality Development, f. Self Image): 9.4.2, 9.4.3, 9.4.5-6, 9.6.2-3, 9.7.1-4, 10.7.2.

d. Equal Education (see 1.f. Equal Rights, 1.c. Desegregation): 5.1, 5.1.1-2, 5.5.4.5, 6.5.3.1, 10.6.3.3, 10.6.4.1.1-5, 10.6.4.3.2-3, 10.6.4.3.5, 10.7.1.3-4, 10.7.1.6, 11.1.1-4, 11.2.1-4, 11.3, 11.4.
--effect on the individual (see 8.d. Minority Status).

e. Equal Housing (see 1.b. Cultural Differences, 1.c. Desegregation, 1.f. Equal Rights): 6.4.6-7, 6.5.3.1, 6.5.5, 10.5.3.1-3, 10.6.3.1, 10.6.4.3.3.
--societal choices: 5.1, 5.1.1-2, 5.4.1, 5.4.1.1-5, 5.5.3.1-3, 5.5.4.1-5, 6.4.3, 10.7.1.3.
--and politics: 8.3.1-3, 8.4.1-6, 8.7.2.2-4, 8.7.2.6-7.
--social processes: 10.5.2.2, 10.6.4.1-2, 10.6.4.3.5-6.

f. Equal Rights (see 6.k. Protection and Preservation of Democratic Institutions): 6.4.1-3, 6.4.6-7, 8.7.1, 10.6.4.1, 10.6.4.1.1-5, 10.7.1.4.
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